DOCUMENT RESUME

ED 178 074 IR 007 817

TITLE Surviving and Thriving. WAVA-WSLMA Joint Conference on Public Relations, March 30-31, 1979.
INSTITUTION Wisconsin Audio-Visual Association.
PUB DATE Mar 79
NOTE 79p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Annual Reports; Commercial Television; Evaluation Methods; *Media Specialists; Newsletters; *Program Planning; *Public Relations; *Public Schools; Radio; *School Community Relationship

ABSTRACT

Included in this document are a conference program, a conference public relations (P.R.) handbook, an evaluation form, and notes outlining discussions and speeches from the conference. Topics covered include getting the most out of the conference; P.R. from the personal point of view; competition in education P.R.; P.R. within the school and the school district; using print and handout materials; how to involve students, volunteers, and parents; programming with special events; newsletter writing, developing displays; student and staff radio-TV programs; using your public relations staff; slide tape presentations; radio and TV spots; writing and marketing news releases; annual report writing; and planning, implementing, and evaluating the total public relations program. A 44-item annotated bibliography with further resources is included, in addition to several smaller bibliographies which appear with the notes on presentations. (LEG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178074

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SURVIVING AND THRIVING

WAVA-WSLMA Joint Conference on
Public Relations

March 30-31, 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carolyn Cain

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR007817

WELCOME TO THE WAVA-WSLMA
JOINT CONFERENCE ON PUBLIC RELATIONS

"SURVIVING AND THRIVING"

MARCH 30-31, 1979 EAU CLAIRE, WI

ENCLOSED ARE A CONFERENCE PROGRAM, A CONFERENCE PR HANDBOOK, AN EVALUATION FORM AND SOME NOTE SHEETS. WE INVITE YOU TO

- STUDY THE PROGRAM
- PERUSE THE HANDBOOK
- ATTEND THE SESSIONS AND WORKSHOPS THAT INTEREST YOU
- TAKE NOTES
- BUY TAPES FOR SESSIONS YOU DON'T ATTEND BUT WISH YOU COULD HAVE
- SHARE IDEAS WITH OLD FRIENDS
- LOOK OVER THE DISPLAYS
- SHARE IDEAS WITH NEW ACQUAINTANCES
- PICK UP THE HANDOUTS
- ATTEND YOUR ASSOCIATION MEETINGS
- GET ENTHUSED
- EVALUATE THE CONFERENCE
- USE THE PAGES OF THIS RESOURCE BOOK AS THE START OF YOUR OWN PERSONAL PR IDEA BOOK
- DO SOME READING FROM THE BIBLIOGRAPHY
- START PLANNING YOUR PR NOW
- BRING EXAMPLES OF YOUR SUCCESSES (AND "LEARNING EXPERIENCES") TO THE SPRING CONFERENCE NEXT YEAR

WE HOPE YOU HAVE A PRODUCTIVE AND STIMULATING CONFERENCE. GOOD LUCK.

CAROLYN CAIN
FRED McCORMICK, CONFERENCE CO-CHAIRMEN
WAVA-WSLMA CONFERENCE PLANNING COMMITTEE

CONFERENCE PROGRAM

Friday, March 30

8:00 - 9:00 Registration

9:00 - 9:45 SESSION I: KEYNOTE ADDRESS

"PR IN ACTION"
- public relations are a must today

Raymond Spies
Human Relations and Communications Consultant
Home Mutual Insurance Co.
Eau Claire, WI

9:45 - 10:15 Coffee/Tea Break

10:15 - 11:00 SESSION II: DEFINING YOUR VARIOUS AUDIENCES
(three concurrent sectionals to be repeated once; participants can choose two of three)

A. "THE BEST PR IS YOU"
- developing your personal communication skills

Ann Montgomery
Inservice Specialist and Co-editor of the PR magazine Library Insights, Promotion and Programs.
LaGrange, Illinois

B. "WHO ARE YOU KIDDING"
- reaching the public community

Howard Gage
Coordinator of Public Information
Janesville Public Schools , WI

C. "PR WITHIN YOUR SCHOOL AND DISTRICT"
- reaching your faculty and administrators

John Erickson
Audiovisual Director
Fort Atkinson, WI

11:15 - 12:00 SESSION II: (Repeated)

12:30 - 1:30 Luncheon

WSLMA small group discussions at luncheon tables

2:00 - 2:45 SESSION III: KNOWING THE RESOURCES TO USE
(five concurrent sectionals to be repeated once; participants choose 2 of the 5)

A. "USING THE NEWSMEDIA"
- panel discussion

Mary Tordoff
WAXX RADIO/WEAU TV, Reporter, Eau Claire

Fran Booton
WEAQ Radio, News Director, Eau Claire

Bill Kelly
Eau Claire Leader-Telegram, Reporter

B. "USING PRINT AND HANDOUT MATERIALS"

Carol Diehl
District Media Director
New London, WI
1978 WLA and Governor's Conference PR Committee Chairperson

C. "USING MEDIATED PRESENTATIONS"

(presenter to be announced)

D. "HOW TO INVOLVE STUDENTS, VOLUNTEERS, PARENTS"

Kathy Tessmer
IMC Director, Hogan Elementary School
LaCrosse, WI

Jean Schlosstein
Elementary IMC Director
Codrane-Fountain City School District, WI

E. "PROGRAMMING WITH SPECIAL EVENTS"

Hjordy Wagner
Librarian, Sherman and Mt. Washington Elementary Schools
Eau Claire, WI

Kristine Mason
Elementary Media Specialist
Eau Claire Public Schools, WI

2:55 - 3:40 SESSION III (repeated)

3:40 - 4:00 Break

4:00 - 4:45 SESSION IV: TECHNIQUES OF USING PR TOOLS
(Four sectionals; three will be repeated (R) on Saturday. Participants choose one at this time)

A. "NEWSLETTER WRITING" (R)

Mel Selle
District Media Coordinator
Neenah Joint School District, WI

B. "DEVELOPING DISPLAYS THAT REACH OUT" (R)

Bob Fuller
Graphics Coordinator
Media Development Center
UW-Eau Claire, WI

C. "STUDENT AND STAFF RADIO-TV PROGRAM FOR SCHOOL COMMUNITY USE"(R)

Rob Richardson
Coordinator of Radio-TV Production
J.I.Case High School
Racine, WI

D. "USING YOUR PR STAFF PERSON"

John Enger
Coordinator of News Services
Associate Director of University Relations
UW-Stout
Menomonie, WI

4:50 - 5:45 WAVA Business Meeting

6:15 - 7:15 Social Hour (Cash Bar)

7:15 - 8:15 Banquet

8:15 - 9:00 Program: CLIO Awards
Media Fair Awards

Saturday, March 31

8:45 - 9:30 SESSION IV: TECHNIQUES OF USING THE VARIOUS PR TOOLS (continued)
(Five sectionals, three to be repeated; participants choose one now, one at 10:00)

A. "NEWSLETTER WRITING"

Mel Selle

C. "STUDENT AND STAFF RADIO-TV PROGRAM FOR SCHOOL COMMUNITY USE

Rob Richardson

E. "SLIDE TAPE PRESENTATIONS" (R)

Jack Garber
Assistant Professor, School of Education
UW-Eau Claire, WI
Professional Photographer

F. "TV/RADIO SPOTS" (R)

Howard Gage
Coordinator of Public Information
Janesville Public Schools , WI

G. "NEWSRELEASES" (R)

John Enger
Coordinator of News Services
U.W. - Stout, Menomonie, WI

9:30 - 10:00 Coffee/Tea Break

10:00 - 10:45 SESSION IV (continued)
(five sectionals; participants choose one)

B. "DEVELOPING DISPLAYS THAT REACH OUT"

Bob Fuller

E. "SLIDE TAPE PRESENTATIONS

Jack Garber

F. "TV/RADIO SPOTS"

Howard Gage

G. "NEWSRELEASES"

John Enger

H. "ANNUAL REPORTS - MAKING THEM MEANINGFUL"

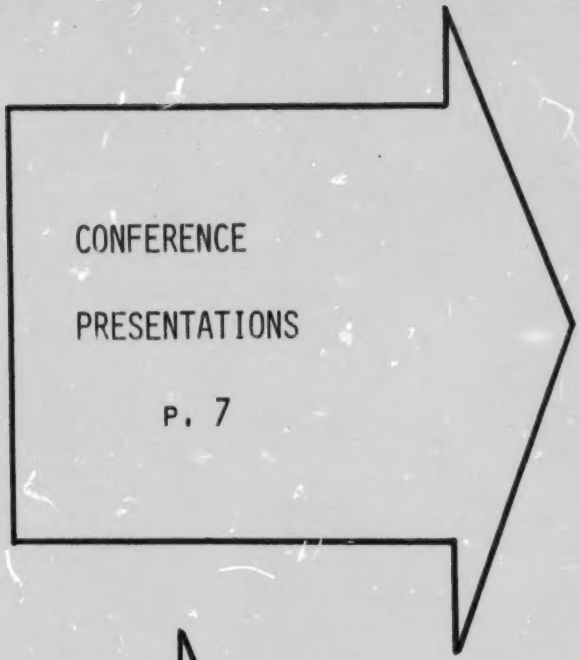
Lois Hillesheim
Administrative Assistant for Community Relations
Hamilton School District, Sussex, WI
President, Wis. School Public Relations Assoc. 1979

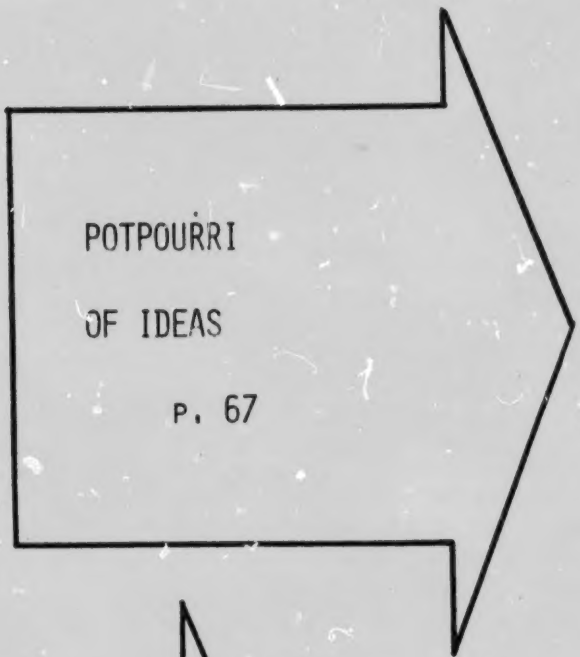
10:50 - 12:00 SESSION V: CONCLUDING GENERAL SESSION

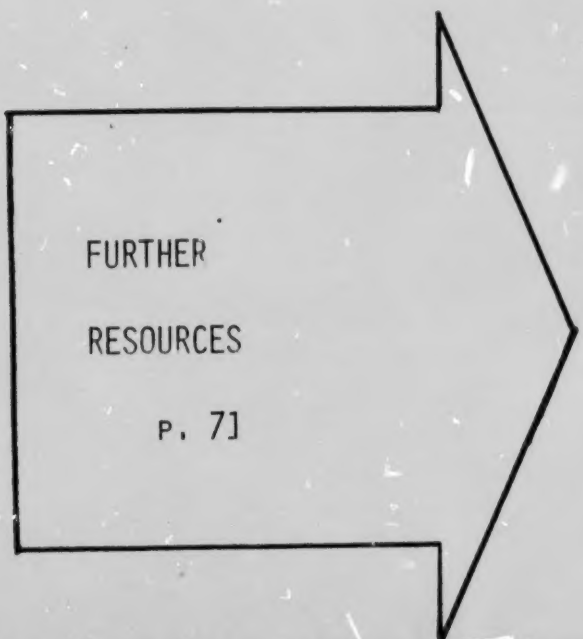
"PLANNING, IMPLEMENTING AND EVALUATING THE TOTAL PR PROGRAM"

George Meyer
Director, Public Information, Eau Claire Public Schools
President, Wis. School Public Relations Assoc iation 1978

CONFERENCE EVALUATION AND CLOSING


CONFERENCE
PRESENTATIONS
P. 7


POTPOURRI
OF IDEAS
P. 67


FURTHER
RESOURCES
P. 71

The following pages will attempt to set forth an assortment of public relations ideas. A good beginning is to define concisely and appropriately what public relations, public awareness, community relations as applied to educational institutions may be.

The National School Public Relations Association defines it thus:

> ". . . a planned and systematic two-way process of communications between an educational organization and its internal and external publics (designed to build morale, goodwill, cooperation and support for that organization)."

According to Cosette Kies, author of the new booklet entitled, "Projecting a Positive Image through Public Relations"

> ". . . the performance of an individual media specialist contributes to the formation of a public image and often acts as a direct influence upon the actual attitudes of others regarding all media specialists and media centers. How others see media specialists and media centers, then, is critical to the success and, in some cases, the failure of media programs. To successfully communicate and explain the purpose and role of the media center, a media specialist must have a firm, correct, and exciting attitude about it. And such an enthusiastic and stimulating image can only be conveyed by someone with a strong and active conviction that media centers are indeed an essential and positive part of the entire educational framework. Thus, the media specialist must have a positive, accurate self-image and understand precisely the nature of the functions and purposes of his or her center. Media centers are people places. The media center's reason for being is to help people; this is the primary image that should be projected in a variety of means and ways."

Dr. Selma E. Richardson of the University of Illinois Graduate School of Library Science says that:

> ". . . on a one-to-one basis the librarian needs to help individuals become assured that it is his intent to provide materials and services. . . every school has a faculty; the important thing is for the media specialist to work with that faculty. . . every school has programs and channels of communication into which the media specialist can plug in . . . it takes some determination and work to use any occasion to get people into the library. . . the success of a media awareness program is dependent upon a media specialist who possesses some basic personal and professional convictions. . . The media specialist must exude joie de vivre and the joy of learning."

PUBLIC RELATIONS IN ACTION

Raymond Spies
Field Representative - Human Relations Training
Home Mutual Insurance Company, Eau Claire

HOW TO GET THE MOST FROM THIS SEMINAR

You are trading a part of your life for the information that will be presented here and it is entirely up to you how profitable that trade will be for you.

The old saying "You can lead a horse to water but you can't make him drink" fits very well in this learning situation. The material will be presented to you but how much you learn, how you use it, and how long it lasts will depend on how well you follow the suggestions below.

1. Listen attentively.
2. Take more notes than you think you will use.
3. Participate in discussions.
4. Ask tons of questions.
5. Don't reject change. You will be exposed to new concepts, some of which will be difficult to use because they will require change in attitude, but try them.
6. Take what you learn beyond the walls of the classroom and put them into your daily living.
7. Be creative. Find your own uses for this material.
8. Keep an open mind with a positive attitude.
9. Become AWARE of what is happening around you.
10. Make every situation you find yourself in a learning or growing experience.

The people who know where they are going and how they plan to get there live life at the crest of the hill. They get more enjoyment, more enthusiasm, and more excitement out of life because they live it on their terms instead of other people's terms. So, grab ahold of today with both hands and let's get started because, "TODAY IS THE FIRST DAY OF THE REST OF YOUR LIFE."

THE BEST PR IS YOU

Ann Montgomery
Media and Training Specialist
LaGrange Area Department of Special Education

I. Public relations is a vital component of any media program and is totally dependent on <u>you</u> for its direction, its emphasis, and its success.

A. Not startling, unusual or new

B. In what way dependent on you
   1. You as planner
   2. You as implementer
   3. You as catalyst

II. Definition of important terms to logically consider your role

A. Public relations--self-defining
   1. Your relations with your public
   2. Relations--The Media Connection
      a. Linking
      b. Rapport
      c. Attitude-reciprocal
      d. Manner of working together
   3. Public--People
      a. Faculty
      b. Students
      c. Administration, including board
      d. Community

B. Public Relations Program, or Plan
   1. Deliberate scheme of action
   2. Formal-elaborate
      a. Written
      b. Staff-developed
      c. Specific assignments
      d. Multi-faceted
         (1) Programs
         (2) Brochures/flyers
         (3) Presentations
         (4) Displays/bulletin boards
         (5) Best for staffs of 3 and more
   3. Informal
      a. Not written
      b. Self-developed
      c. Flexible--as things come up
      d. Multi-faceted but less involved
      e. Best for staffs which are one man band or dynamic duo

III. Regardless of whether you have a defined, written PR plan, or not, you do have public relations. However, often, if there is no plan (formal or informal) the public relations are bad.

A. Examples of good PR without formal plan

B. Examples of poor PR with a formal plan

IV. Personal PR--the way you affect your public's attitude towards the center
- A. Given--PR is a people business
- B. How do I look?
- C. How do I speak?
- D. How do I feel?
- E. How do I see?
- F. How do I hear?
- G. How much do I care?
- H. How much do I dare?
- I. What do I project?
- J. How do I know?

V. Know thyself and thy staff

A. Inability to handle people
   1. Quit
   2. Delegate

B. Inability to handle students
   1. Sources
      a. Principal
      b. Faculty
      c. Strong clerk
      d. Assertiveness training
      e. Videotape/objective party
   2. Methods
      a. Be positive
      b. Be low-key
      c. Be consistent
      d. Be fair
      e. Maintain perspective

C. Inability to handle faculty
   1. Sources
      a. Fellow faculty
      b. Your aide/clerk
      c. The students
      d. The written memo
   2. Methods
      a. Pick 'n' choose
      b. Word of mouth
      c. Flattery and praise
      d. Helper
      e. Compromise
      f. The mafia method
      g. Let them eat cake

D. Inability to handle administrator
   1. Sources
      a. Fellow faculty
      b. Parent supporter
      c. Student council/committee
      d. Bulletins/papers

2. Methods
   a. By proxy
   b. By moxy
   c. By being foxy

VI. Above all, the program

A. Evaluation
   1. Self
   2. Objective party

B. A common goal
   1. To offer service
   2. To help educate
   3. To develop users

VII. Public relations is saying to that grump, be it teacher, student, or administrator, who arrives in your center first thing in the morning, "Hi. What can I do to help you?"--when your car stalled, you ripped your blouse/shirt as you took off your coat, your cat threw up on the rug, and your new bulletin board fell down overnight.

WHO ARE YOU KIDDING ?

Howard Gage
Coordinator of Public Information
Janesville Public Schools

THE PUBLIC DEMANDS THAT YOU BE DIFFERENT

Too often, those of us in the educational factories think we are immune to competition. In reality, we are in competition for tax dollars and the recent Proposition 13 "hub-bub" has caused many educators to sit up and rethink their situations. In addition, television sets in nearly every home of the country offer "our clients" an unlimited amount of competition through a variety of professional entertainment. Therefore, who are we kidding when we become satisfied with the static routine of our jobs?

Because of the competition, it behooves us to be innovative and always on the lookout for worthwhile gimmicks. Innovations and gimmicks are the hallmark of the Madison Avenue marketing executives who know how to "out sell" the competition.

Take a look at your own situation. Do you cause the general public to be curious about what's happening in your area? Does your area outwardly say "Welcome?" What happens when an outsider wanders into your area? Is that person ignored or have you conditioned yourself to get that person interested and involved? Do you take the time to try to reach your adult audience on an adult level? What about staff communications? Are you always alerting them to the good ideas that so often surface in your area? Do you keep them advised of the schedule of events?

HAD ANY BRIGHT IDEAS LATELY?

Always be on the lookout for ideas that will involve not only the students using your area but also those students' families. Maybe you've just received a new filmstrip on Economics In Wisconsin. Why not send a note home to the family to ask them if they would be interested in viewing the filmstrip? Or maybe a note at the beginning of the year explaining to the family that if there is some information or reference material needed, you would be happy to help them find it.

There's no better salesmen than the students themselves. Prior to some planned event in your area or school, how about having the students prepare a simulated radio program about the event? Cassettes of the simulated radio program can be sent home for the family to hear.

And don't forget the area business community. If possible, get on the mailing list of the Chamber of Commerce so you always know what's happening in town. From time to time you might want to tie-in with an activity or have an activity center around an event in your school. On a smaller scale, you might want to enlist the help of the business association that is prominent in your part of town. They're always on the lookout for something "novel."

Be Aggressive In Telling The Public About Yourself

All too often, many of us feel that use of the media is restricted to "the big guys." Radio, television and newspapers are always interested in hearing about your activities, however; the secret is knowing what they want in the way of a finished product. Take the time to learn what they want, how they want it and when they need it.

Newsletters, be they yours or someone else's, are always beneficial. Again, don't forget the local Chamber of Commerce or that area business association.

What about your own open house activities? Have you really given it careful consideration or at the prescribed time do you just throw the door open and say, "come on in."

Seek Out Criticism

How many of us have really taken the time to ask our clients what they would like? Have you ever thought of forming an advisory council of parents and students to criticize your activities? Don't be afraid of this type of approach and in fact, be willing to admit that you really don't know everything.

Above all else, take the time to check out your own attitude. And what about enthusiasm, does it show?

After all, who are you kidding?

PR WITHIN SCHOOL AND DISTRICT

John Erickson
Audio Visual Director
School District of Fort Atkinson

I. People - The Fort Atkinson A/V Staff

A. Full Time A/V Director
   1. District Program
   2. ESEA Title IV-B Coordinator
   3. TV Director

B. Full Time Director's Secretary
   1. Jr. High Film orders and confirmations
   2. Can operate CCTV System
   3. General Secretarial Work

C. Full Time Graphics Person for the District
   1. Laminates
   2. Dry Mounts
   3. Creates Program Covers

D. Full Time A/V Technician
   1. High School day-to-day operation
   2. Equipment repair
   3. Evening programs

E. Full Time High School A/V Secretary
   1. General secretarial work
   2. High school film orders and confirmations
   3. Can operate CCTV System
   4. Schedules Cable System

II. Time

A. The full time staff

B. Time to participate in workshops and attend conferences and conventions

C. ESEA Title IV Workshops and Inservice

D. Major convention attendance

III. Money

A. The District Budget
   1. Film rental account
      a. Elementary - by school
      b. Jr. High
      c. Sr. High

2. District A/V Supplies
   a. Raw audio and video tape
   b. Projection Lamps
   c. Graphic supplies
   d. Electrical supplies

3. A/V Equipment
   a. New Replacement
   b. New Additional
   c. By school break-down

4. Instructional Materials

5. A/V Office Account

B. Federal Funding
   1. NDEA Title III
   2. ESEA Title II
   3. ESEA Title IV-B

IV. Service

A. Cable Channel
   1. Provided by Fort Cable Company
   *2. Used for replays from State Network to elementary schools by teacher request. Daily schedule.
   3. Message "center" on the cable for school and public use.

B. Graphics Service - A District Service
   1. Dry Mount and Laminate
   2. Program cover production and design
   3. Off-set printed by graphic arts dept.
   4. Athletic Awards
   5. Forensics Program and Awards
   6. Superintendent's Christmas Letter
   7. Certificates
   8. Transparency production
      a. general - thermal and diazo
      b. special for administration
      c. annual meeting

C. Local Video Tape Production
   1. Tape student productions and replay on cable to schools and community
      a. plays
      b. musicals
      c. puppet shows

   2. Produced Bicycle Safety Video tape
      a. replayed to schools
      b. replayed to community - evening hours

   3. Title I tape for parents
   4. Band programs (half-time)

D. A/V Equipment "Workshops" for Students
   1. Elementary Schools
   2. Jr. High Mini-Course

E. How To Operate A/V Equipment
   1. Individual staff members
      a. new equipment
      b. new and old staff

   2. A/V staff refresher
      a. small groups
      b. individual

F. Equipment Repair
   1. Local technician
   2. CESA-17 Technician

V. Visibility

A. Cable TV - Channel 13
   1. Replays from State Network
   2. Cable message center
   3. Board meetings on request

B. Staff Memos
   1. New material bulletin
   2. TV programming schedules
   3. Mail routing forms

C. Provide Materials and Equipment for:
   1. Administration
   2. Board of Education
      a. monthly meetings
      b. annual meeting

D. Equipment Loan
   1. Civic organizations
   2. Churches
   3. Local police department
   4. County Sheriff
   5. County Emergency Unit
   6. AAUW Film Festival
   7. Local Banks
   8. Some individuals

E. Video Tape Local Presentations
   1. Local museum - Heritage Day
   2. Womens Club Program
   3. Student productions

F. Local Radio Talk Show
   1. "News & Views" - explain A/V media program

USING THE NEWS MEDIA

Mary Tordoff, Reporter WAXX Radio/WEAU TV

Fran Booton, News Director WEAQ Radio

Bill Kelly, Reporter, Eau Claire Leader--Telegram

PANEL DISCUSSION

1. How each station handles school news.

2. What is considered newsworthy and how it varies from one size news area to another.

3. Media people and news personnel need to get to know each other.

4. Some tips from Mary Tordoff.

   Not everything is newsworthy in the "eyes" of the press. Depending on the news of the day your event may have to compete with a fire, political campaign or multi-million dollar building project.

   Get your release out early. The best way to get coverage is to give the media time to plan coverage. A release that arrives in the news room the morning of the event doesn't help you or the reporter.

   Reporters like to talk to people - have someone available to answer questions. Provide phone numbers and the best times to call for more information - then be available. If you're hard to find, your story may be just as hard to find in the news.

   Electronic media is not the same as print. A printed release won't tell your story to TV or radio. If no one is available for radio audio or TV tape/film the story probably won't get air time. Reading from a press release doesn't "read" like a newspaper.

   Be prepared for reporters working with a deadline. Radio and television news work with minutes and seconds with deadlines twice and even ten times a day.

USING PRINT AND HANDOUT MATERIALS

Carol Diehl
Director of Library Media Services
School District of New London

THE INFORMATION PLACE AND PUBLIC RELATIONS

The information place of the school is the media center. The person in that center who searches for answers has become the information specialist.

How a media center specialist interprets the school's curriculum can be an important aspect in the effectiveness of the media program.

Whatever the media specialist determines to be the goals of the school district and/or building level program, will determine what type of public relations's efforts will be employed.

Print materials are one means of bringing the resources of the information place to the attention of the students, staff, and community.

Items to be considered can include monthly newsletters, periodic press releases, and annual reports. Publications of all types can enhance the image of the center and its resources. Bibliographies, copyright handbooks, periodical resource guides, brochures, center events, subject guides, and curriculum support systems can increase the use of media by both students and faculty.

Bookmarks, reading club certificates, student aides, Children's Book Week, and National Library Week programs all enhance the library's image and tell the media story.

One of the most important public relations tools is a logo or symbol to identify your information place. A district design can be used by all building level media centers and keeps the focus on the programs of the centers.

Graphics of all kinds add to the center's public relations program. Good photography can tell its own story of center happenings.

Whatever means are developed to bring the media message before the center's users should be planned in a systematic manner. Goals should be established, objectives stated, activities planned, and evaluation procedures designed. These components are essential for effective programming.

The image that the media specialist creates is reflected in the public relations program that is established.

Publications that deal with rules and regulations, fines and overdue books, and conservative and low-keyed publicity that demonstrates rigid programs versus creativity illustrates a stereo-types nineteenth century image.

Today's media specialist can create a friendly, inviting atmosphere that is based on a solid goal orientated program that meets the needs of the changing curriculum program of today's schools.

All possible means of getting the information out should be a component of every media center program. The success story of every media center program is dependent on a planned, public relations program.

LIBRARY MEDIA SERVICES
SCHOOL DISTRICT OF NEW LONDON

ONE HUNDRED AND ONE WAYS TO SHARE STORIES AND BOOKS

1. Make a poster either flat or two-or-three dimensional using paint, crayons, chalk, paper sculpture, ink, cutout pictures, etc.
2. Construct a miniature stage setting for part of a story using discarded materials and odds and ends for the background and props. Characters could be small dolls of various kinds such as wire or pipe cleaner forms, paper mache figures or toys.
3. Decorate an original book jacket and write an accompanying advertisement.
4. Prepare a monologue from a story and perform it for the class.
5. Write a movie script for a good action story.
6. Create a series of original illustrations.
7. Illustrate a movie script for a good action story.
8. Dramatize a play; read with others who may have read the same one.
9. Demonstrate how to make or do something from a "how to make or do" book.
10. Bring to class something to show made from a "how to make or do" book.
11. State real reasons for liking or disliking a book.
12. Give an illustrated lecture after reading a travel book using postcards, slides, photographs, and pictures clipped from magazines or other publications.
13. Make a "movie" of a book.
14. Give an oral description of an interesting character in a book.
15. Write a vivid description of an interesting character in a book.
16. Write or tell a different ending for a story.
17. Make changes in a story and tell why.
18. Write or tell the most humorous incident.
19. Write or tell the most exciting happening.
20. Write or tell the most interesting event.
21. Write or tell the part liked best.
22. Write or tell the saddest part.
23. Select beautiful descriptive passages for oral reading.
24. Tell a story to a musical accompaniment.
25. Make a list of new, unusual, and interesting words and expressions to share with others using them in context.
26. Pantomime parts of a story.
27. Write a letter recommending a book to a friend or librarian.
28. Give a synopsis of a story.
29. Use information gained from a book to make a scrapbook about a subject or collection.
30. Present a puppet show.
31. Make a large, colorful, pictorial time line or map.
32. Write a set of questions which others reading the book should be able to answer.
33. Broadcast a book review to a "radio" audience.
34. Dress as a person from a story and tell what role he plays.
35. Prepare a book review for classes at a lower age level.
36. Put on a "thumbnail sketch" (drawings and sketches) of a book to give others a brief acquaintance of the book.
37. Model from clay, wood, soap, and plaster to illustrate a book.
38. Construct a diorama either individually or a group.
39. Dress dolls as book characters and use them in a display with written descriptions of who they represent.
40. Give a chalk talk to develop a story employing sketching or cartooning techniques.
41. Create a detailed colorful mural of a story for the book corner.
42. Make an original reference book from factual materials read.
43. Think up new experiences, incidents, or adventures to add to a book.
44. Write to the library requesting a certain book to be added to the collection and state why.
45. Write and execute an original play about a story.
46. Prepare a display of figurines in regard to books about cats, dogs, etc.
47. Make a miniature television set and present story in form of a telecast.
48. Paint a picture or a series of pictures to illustrate a book.

49. Make a booklet to contain illustrations and comments about a book.
50. Write a similar story of a personal experience.
51. Develop a flannelboard story.
52. Paint a picture roll.
53. Create a mobile.
54. Read favorite poems or passages from the book.
55. Tell part of the story.
56. Give personal reactions to one of the characters.
57. Take part in a round-table discussion or panel with others who may have read the books.
58. Act the role of the author in discussing the book.
59. Fingerpaint.
60. Make maps of areas told about in the book.
61. Draw a diagram from a story and explain it to the group.
62. Summarize story briefly on a 3 x 5 card.
63. Write a formal book report.
64. Make a shadow box.
65. Read story to lower grades.
66. Make a poem about the book.
67. Bring magazine pictures to illustrate story.
68. Bring phonograph recordings of story if available.
69. Tell what has been learned from the book.
70. Decide if story could be true or not and read selection to prove decision.
71. Write something about the author.
72. Make a picture dictionary to illustrate subject or picture words.
73. Choose a page or two and make a list of all the words that begin with a capital; tell why.
74. Find unique descriptions of ordinary things in a story.
75. Write an opinion of why the title is good.
76. Make up a joke or riddle about the story to share with the class.
77. Select a book character and keep a diary for a short length of time as the character might have.
78. Write a letter to one of the book characters discussing some action of the story.
79. Make up a short true and false test about the book.
80. Look for interesting word pictures to be read orally to see "what words do."
81. Make up a reading game such as "Bingo" with vocabulary from the story.
82. Tell why a certain child in the room other than reader should also read the book.
83. Create a matching game or test using characters and their descriptions.
84. Interview an adult about author or story and report orally.
85. Find picture words to illusttrate each letter of the alphabet and illustrate with original or commerical illustrations.
86. Make up a song about the story.
87. Prepare a bulletin board for story or book.
88. Tell class title of book, get their questions, and list pages where answers may be found.
89. Make up a dance if story lends itself to such activity.
90. Try recipe given in story and bring sample to class.
91. List synonyms, homonyms, or antonyms found in a story and be able to define or illustrate.
92. List compound words or word with prefixes and suffixes; define or illustrate.
93. Discuss book with teacher.
94. Make a photo album belonging to a book character.
95. Draw a cartoon of something so funny that happened in the story.
96. Share a poetry book through choral speaking.
97. Add original stanzas to a poem in a poetry book.
98. Set a verse from a poetry book to music (may need adult help).
99. Select interesting conversational sections of oral reading.
100. Present a brief biography about the suthor.
101. This one is yours.

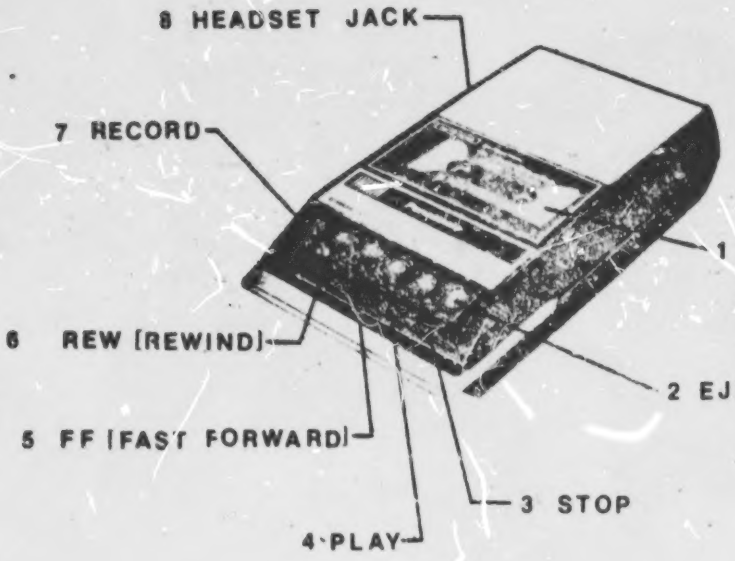
LIBRARY MEDIA SERVICES
SCHOOL DISTRICT OF NEW LONDON

FEBRUARY HAPPENINGS FEBRUARY 1979

February brings the rain
Thaws the frozen lake again.

EVENTS

February 1	First Supreme Court Meeting, 1790.
February 2	Groundhog Day. *A traditional day of observance. According to folklore, if the groundhog, or woodchuck, comes out of his burrow on this day and he sees his shadow, he will go back for another six weeks.*
February 3	Felix Mendelssohn (1809-1847), German Composer.
February 4	Charles A. Lindbergh (1902-1974), American aviator: First to make solo transatlantic flight.
February 5	Librarians Meeting - Parkview - 12:30 p.m.
February 6	George "Babe" Ruth (1895-1948), American baseball player
February 7	Charles Dickens (1812-1870), English novelist. Sinclair Lewis (1885-1951), American novelist. Boy Scouts chartered, 1910.
February 8	Jules Verne (1828-1905), French writer of science-fiction.
February 9	William H. Harrison (1773-1841), 9th U.S. President. U.S. Weather Service established, 1870.
February 10	Charles Lamb (177501834), English essayist.
February 11	Daniel Boone (1734-1820), American frontiersman. Thomas A. Edison (1847-1931), American inventor.
February 12	Abraham Lincoln (1809-1865), 16th U.S. President. *Abraham Lincoln became the 16th President of the United States in 1860 and was President during the Civil War. He is responsible for the Emancipation Proclamation of 1863, declaring that all slaves in states still in rebellion shall be forever free. In January 1865, just months before his death, the 13th Amendment to the U.S. Constitution, abolishing slavery, was enacted. Lincoln has become a legendary figure representing the ideals of democracy. He was assassinated in 1865.*



TAPE RECORDER SKILL

_____
Student's Name

_____
Grade

PLEASE CHECK (X) EACH ITEM WHEN STUDENT COMPLETES THE SKILL.

____Student can insert cassette, start, stop, and rewind the tape recorder without difficulty.

____Student can insert adaptor properly and use one head phone.

____Student can hook-up a tape recorder to a listening station.

____Student can record without difficulty.

Checked by: _____
Student's Name

Grade: _____

Blast off in Reading

READ ON! AND ON! AND ON!

LIBRARY MEDIA SERVICES
SCHOOL DISTRICT OF NEW LONDON

READ ALL ABOUT IT!

CHILDREN'S BOOK WEEK November 14 -

HOW TO INVOLVE STUDENTS, VOLUNTEERS AND PARENTS

Kathy Tessmer
IMC Director, LaCrosse

Jean Schlosstein
Media Specialist, LaCrosse

THE WATCH AND LISTEN FAST SLIDE SHOW AND TALK WITH HUNDREDS (WOULD YOU BELIEVE DOZENS?) OF EXAMPLES AND TIPS.

1. Developing a philosophy of service; or what do I really believe?
2. The identity factor; or please don't ignore us. (Do they know we are here?)
3. Positive, negative or neutral. What are they saying about us? Is it true?
4. Getting teachers on your side. How to involve them in making decisions without giving the place away. How to get the stay-aways inside.
5. Your students - with you or against you? Why? How do you know?
6. Parent programs that let 'em know what you are up to. Getting and keeping volunteers. PTA programs. Open house activities.
7. Principals, administrators and board members - let 'em see you smiling.

SMALL GROUP SHARING

Examples of what worked well for you OR ideas you wish you had tried.

LARGE GROUP WRAP-UP

HOW TO INVOLVE STUDENTS, VOLUNTEERS AND PARENTS

Bits 'n Pieces by Kathy Tessmer and Jean Schlosstein

Positive Philosophy

Have a positive philosophy of service. Write it down. Live by it. Make sure your staff, if you have one, understands it and is committed to it. Review your philosophy of service periodically and share it with your teachers.

Two Titles to Keep You Human

The geranium on the windowsill just died but teacher you went right on by Albert Cullum. c1971 Harlin Quist, $5.95

You think just because you're big you're right by Albert Cullum. c1976 Harlin Quist $5.95

Tell people what you are doing

If you have a school paper make sure there is a regular media column. If you can't write a catchy column, find someone who can and will.

If your school has a daily bulletin get your news in it.

If your school puts out a monthly newsletter to parents be sure you give the person responsible for doing the newsletter media news. Don't wait to be asked. Get it in neatly typed and early.

If the only news home to parents is through a letter to parents from the administration give them a few short items to include, "If they have room."

Food gets people into the media center when all else fails. To reach some of the people, teachers and students, who don't use the IMC regularly one high school IMC Director had student helpers bring bars for a National Library Week promotion. Between the door and the goodies she had a display of new materials. Next year she may open the event to parents and community.

Let 'em know it's you

Design a logo. Put it on everything you use in building or send home to parents. Have it on your newsletters, schedules, overdue notices, book bills, flyers, bookmarks, etc. This tells everyone at a glance the message is from the IMC.

Getting them in the door

At parent teacher conference time provide coffee and cookies in the IMC. This brings in teachers who have time between conferences and parents who haven't seen the IMC before.

Ask 'em what they want

Have a suggestion box. Careful wording can eliminate or cut down on the number of "drop dead" responses. Make sure your "customers" know you are trying out some of their suggestions.

Arts and Crafts

Have displays of art work in the IMC. Most art teachers are cooperative and appreciate display space. Students bring in others to see their work on display.

All school contests and events

Guess the number of books in the IMC. Have a reference quiz bowl contest. Play Calendar Clue. Have an author visit and discuss their work.

HOW TO INVOLVE STUDENTS, VOLUNTEERS AND PARENTS

More Bits 'n Pieces by Kathy Tessmer and Jean Schlosstein

Catch more flies with honey

Take time to write a note to the parent or teacher of a difficult student when that student has a good IMC period. They don't get lots of positive feedback and will appreciate yours. Put it on your IMC notepaper with the logo you designed. They will probably show the student and that student will try hard to deserve more positive notes. It doesn't take much time and it produces fantastic results.

Parent Volunteers

Volunteers can tell people about the real you! Recruit, plan for and appreciate them.

One IMC Director who has a school with an extensive parent volunteer program also recruits on her own. She gets names and phone numbers of homes where there is a parent home during the day. She phones five names a night. Her response rate is one out of five.

Make sure volunteers are identifiable. Make or buy them name tags so that everyone will be able to call them by name. Hang the volunteer tags in a prominent place.

Give parent volunteers snapshots of themselves working in the IMC. When they show them to others you are getting good PR.

Always overplan for volunteers. If they are wondering what to do next and you can't think of anything, they might get the idea you aren't busy enough to need them or interested enough in them to plan for them. A priority list of jobs is helpful.

Give volunteers an orientation tour of the building, a staff handbook with school rules, staff names and IMC procedures.

Plan thank you activities for volunteers. A coffee or tea where they can meet each other is nice. Take pictures. Invite the local paper to take pictures. Invite your principal or supervisor.

Button, button

Provide name tag and/or buttons identifying student volunteers. When they are wearing the name tag it makes them "official". Other students are told they can ask anyone wearing a name tag or button for help. Give the buttons to the student aides who completed a full year of service as a memento. This creates interest in student aide programs.

Parent visitors

When parents come with a student for any reason invite them to look around and tell them parents are welcome visitors. Ask the student if he/she would like to show the parent the things they know how to do in the IMC. Many parents haven't seen film loop viewers, sound filmstrip viewers, language masters, etc.

Have displays in or near the PTA meeting space showing kids in the IMC. Parents pause to look while going into the meeting. Use slides or video tape. We taped every classroom in the building during an average day and showed the videotape at the first PTA meeting of the year. Each teacher introduced themself and narrated their portion of the tape explaining what activities were taking place and the lesson being taught.

HOW TO INVOLVE STUDENTS, VOLUNTEERS AND PARENTS

Still more bits 'n Pieces by Kathy Tessmer and Jean Schlosstein

Wide Open House

Students can bring a "favorite adult". (Mother, dad, baby sitter, neighbor or grandparent.) Have them amaze their guests with their knowledge of educational games, use of equipment or whatever their favorite activity is.

Anticipate sore points

As often as possible consult your teaching staff well in advance of events. Ask for their opinions and listen for what they don't say as well as what they do tell you.

No staff wants the IMC closed during inventory, but they can be most helpful and supportive if your approach is, "I'm not crazy about doing inventory but it's a requirement of my job. When would it inconvenience you the least?" Then give them two or three choices. Caution: Don't bother if you don't intend to abide by the decision they make.

When inventory is approached in this way, teachers become tremendous allies at getting the students to return materials in advance of inventory.

If you have the only air-conditioned room in the building, inventory before or after hot weather.

But we've always done it this way...

Examine all the traditional library/media rules you are following. If you don't know why the rule was made perhaps it is an unnecessary one.

Have very few rules, but be sure people know the rules you have. Put them in writing. Take time to phrase rules using positive language rather than negative.

Is there a double standard?

Ask yourself if you and your staff follow the same rules you expect everyone else to follow. If you have silent study rules who has the loudest voice in the place? You? Your aide?

Do you forbid eating in the IMC but make an exception for yourself if someone brings a birthday treat?

Are you as careful of the students' personal possessions as you would like them to be of yours?

Ask yourself. Do you really think it is your IMC or their IMC?

What's wrong now?

Be sure teachers, custodians, secretaries and students see you when you are cheerful and have good IMC news, not just when you have something unpleasant to report. This goes double for principals and administrators. The first thought that crosses their mind when you arrive at their door shouldn't be "what's wrong now".

How to involve students, parents teachers and volunteers in good PR for you.

Like them.
Invite them in.
Make it pleasant for them to be there.
Ask them what they want.
Listen.
Appreciate.
Thank them.
Enjoy yourself.

PROGRAMMING WITH SPECIAL EVENTS.

Hjordy Wagner
Librarian, Sherman School, Eau Claire.

Kristine Mason
Media Specialist, Eau Claire.

MEDIA FESTIVAL, AN OUTLINE OF EXPLANATION (Hjordy Wagner)

I. IDEA AND RESEARCH

We needed an activity for Book Week and for American Education Week. The idea of the Media Festival grew out of that need. We felt the festival would bring together the students, parents and teachers. In the outline that follows, we will explain the steps in planning the activity. You may also consult the home note and program for further explanation of the program.

II. PLANNING

A. If you are to hold an effective Media Festival, the planning should start three months before the event.

B. Step 1: Determining what should be included in the program. We decided on the following items:

Checking out books
Expressive storytelling with Junior High Students
Expressive reading with University students
Films from the Central IMC
Kits from our school Media Center

C. Step 2: Making contact with all the above sources and.....

Received a committment from the readers
Ordered the films from the Central IMC
Selected kits from our school to be viewed

(The readers told us the title of their selection and gave us a summary)
(We wrote up a summary for the films from the Central IMC)

D. Step 3: Scheduled workers

Assigned areas in the building for the five different stations
Assigned teachers for each station and for the registration table

E. Step 4: Program booklet

The booklet can be made up after steps 1, 2, and 3 have been completed. Also, the advertisement and cover contest must be done. (see III, Advertisement)

III. ADVERTISEMENT

A. When the date had been set (2 months before the Festival), we sent home a note saying, "Mark your calendar for November 17th for an exciting adventure at Roosevelt School." We did not tell the children what the adventure was...we wanted them to stay in suspense.

B. Two weeks before the event, we started advertising orally. I went to each classroom and explained the Festival.

C. The sixth grade students made posters advertising the Festival to be placed around the school building.

D. One week before the event, we sent a home note explaining the Festival to the parents (included in your hand-out).

E. One day before the Festival, we sent the program home so the parents and children could mark the events they would go to the night of the Festival.

F. The night of the Festival, we had a floor plan of the building with the location marked of each station. Each person received a floor plan at the registration table.

IV. PRIZES

Everyone who attended the Media Festival received a free gift. We approached many business places and asked for donations of gifts and were very lucky in our responses. This part of the Festival took many hours because it included many phone calls and a lot of running around to pick up the various gifts. We started this project one month before the Festival. When the Festival was over, we sent a thank-you note to each business.

Student's prizes	Parent's prize
Irregularly shaped 7-up bottles	Garbage bags for the car
Cans of 7-up	
Paper folders	
Pencils	
Combs	Parent's drawing
Book marks	Ink pens
Book bags	
Rulers	$10.00 gift certificate from
Note pads	a grocery store (Grand Prize)
Hamburger certificates	

V. IMPLEMENTATION

The night of the Festival, one or two teachers were located at each station. When the families came, each person registered for a gift which they picked up when they left.

We offered 30 activities during the 7:00-9:00 time period.

Pictures were taken but unfortunately, the camera was not working.

Each teacher was responsible for cleaning up their station.

Thank you notes were written to each reader and to each sponsor.

VI. EVALUATION

A. Over 400 parents and students attended the Festival.

B. We saw a lot of fathers at the Festival. (They had to have an adult with them, preferably a family member.)

C. The most successful stations were the Expressive Readers.

D. We received a lot of verbal praise from the parents (The night of the Festival both parents and students were excited.) !!!!!!!!!!!!!

The 3M's

Dear Students and Parents,

So you may share some of the exciting activities your children have in school, we are presenting a Media Festival on November 17th from 7:00-9:00 pm. Along with this night, we are honoring American Education Week and Book Week. It will be a night when you can share with your children the varied alternatives they have to learning from checking out a book with them to viewing audio-visual material or listening to a story. We have drawn together a very exciting night bringing in expressive readers from Delong and the University, films from the Central IMC and kits and books from our Media Center.

We hope you will be able to share this evening with your children so you may also see the "Magic of Media come Alive". We will be sending you the program of all the activities with the time and location in the school on November 17th, but for now, mark your calendar for Roosevelt School on:

THURSDAY, NOVEMBER 17th

7:00 - 9:00 p.m.

THANK YOU,

THE ROOSEVELT STAFF

Media

Motivation

Magic

STATION ● con't

8:15-8:30 BROTHERS AND SISTERS: The rivalry of siblings is viewed in this episode as a younger sister often antagonizes her older brother.

8:30-8:45 YES, I CAN: The intense desire of a youngster attempting to tag along with an older group and to prove that he can do the same things is shown.

8:45-9:00 LIVING WITH LOVE: In the film, love appears as sharing, physical contact, discipline, concern and the provision of food, shelter and clothing.

STATION 5

Time: 7:00-9:00
Location: Resource Center
Activity: Assorted media:

Western Woods read-alongs

Sports Close-up kit

Episodes from famous stories

Mystery stories

(any other media we have in the center)

HOPE YOU HAVE A GREAT NIGHT ! ! ! !

Acknowledgements of sponsors for the gifts

McDonald's
Burger Chef
Hardees
7-up
Sabin's
Coop
White Glass
Eau Claire Police Department
Northwestern Savings & Loan
Western Savings & Loan
Hobb Supply
Smith Funeral Home

Each student and adult will receive a gift from one of the above sponsors. There will be a drawing for some ink pens and for a $10.00 gift certificate from Sabin's. We wish to warmly thank these sponsors for their generous donations.

MEDIA MOTIVATES

MAGIC!

American Education Week
November 17, 1977
7-9 P.M.
Roosevelt School

Cover by Kreg White

MEDIA FESTIVAL NOVEMBER 17, 1977

To celebrate American Education Week and Book Week, we are holding a Media Festival for the students and parents of Roosevelt School. This is a night where you may share the excitement of learning through Media and books. We know your night will be filled with many interesting and exciting activities. Plan your night with your child by reviewing the schedule of events that follow. You may want to attend all the events or just one, it's your night to plan ! We've drawn from the Central IMC, community resources, and our own Media Center. Please notice the times and locations for each of these activities. When you enter our Festival of Events, you and your child will receive a gift for attending plus some special drawings throughout the evening. Hope you can make it because it will surely be a night of magic for both you and your child.

STATION 1

Time: 7:00-9:00
Location: Library area
Activity: Check out books (a book mark will be given to each child attending this station)

STATION 2

Time: 7:00-7:35 & 7:45-8:20
Location: Mrs. Franko's area
Activity: Expressive storytelling with Delong students

THERE MUST BE SOME KIND OF TRICK TO THIS
by Julie Guite

IRA SLEEPS OVER
by Robin Nelson

THE RESCUERS
by Shannon Flynn

FINN MCCOOL AND CULCULLEN
by Gretta Wick (former Roosevelt student)

This station is sure to be a real treat ! ! !

STATION 3

Time: 7:00-7:20 & 7:20-7:40 & 7:40-8:00
Location: Mrs. Malkson's area
Activity: Expressive reading with University students

CHIPPEWA INDIAN LEGENDS (these legends were handed down by Mary's grandfather)
by Mary Fool

ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY
by Alma Hallsey

JOHN'S INHERITANCE
by Mary Szitta

GIZO'S COUNTING TRICK (an African story)
by Lori Olsen

STATION 4

Time: 7:00-9:00 (see below for the time on each film)
Location: Mr. Hermundson's and Mrs. Thompson's area
Activity: Film viewing

7:00-7:15 MOTHER GOOSE RHYMES: A trip to Mother Goose Land provides an imaginitive experience built around familiar nursery rhymes.

7:15-7:30 CARPENTERS THREE WISHES: Three poor carpenters help an elf in distress and are granted three wishes.

7:30-7:45 MONKEY WHO WOULD BE KING: With three animals playing all the roles, a popular fable comes to life. The mighty lion decides he is tired of being King, all the animals meet to see whom he will choose.

7:45-8:00 AMERICAN TALL TALES: Recalling the history before skyscrapers and ice cream cones, the Old Timer spins tales of Stromalong, Paul Bunyan, John Henry and Pecos Bill.

8:00-8:15 MUST I, MAY I: Overwhelmed by the responsibilities assigned to her, a young girl resents her brother who has been given little responsibilities. The older girl does not realize, however, that the younger brother would like more responsibilities.

SPECIAL EVENTS SAMPLES

(Kris Mason)

I. Reference Raider Contest

   A. Present Reference Raider Question

   B. Explain Contest (show slides)

II. Author of the Month

   A. Show slides

   B. Explain how display is used

   C. Types of information to gather

III. Book Talks

   A. Give mini-book talk on James and the Giant Peach - Dahl

   B. Show slides - have participants write down titles that may go with slides

   C. Explain why I started giving book talks

   D. Pointers for a good book talk

Sample Reference Raider Questions

Tim Partl 5E Andy Bauer 5E	What is Dr. Seuss's real name?	Theodor Seuss Geisel Books are by People p. 255
Tim Hays Jeff Ludwikoski 6S & 6N	What distinguises a crocodile from an alligator?	The fourth tooth of the lower jaw. Color Encyc. of Nature p. 121
Paula Ginder Kathy Keith Jenny Allen	Two famous events happened between the dates of Nov. 19 - Nov. 22. What were they? 2 Presidents were involved.	Nov. 19,1863 Lincoln delivered the Gettysburg Address Nov. 22,1963 Kennedy was assinated. Amer. book of days p. 601
Andy Bauer 5E Jeff Thorson 5E	Who is pictured on the $10,000.00 bill? He was never a president of the U.S. so why is his picture on one of the paper bills?	Salmon. P. Chase/ laid the basis for the present day banking system World Book C-Ch 596-599 encyc.
Jeff Thorson 5E Todd Herbeane 5E Jon Klawiter 5W	What was Mark Twain's real name?	Samuel Clemens Anthology of Children's Liter. p. 1005
Pete Carlson 5W	The musical instrument the recorder has been given 4 slang names throughout history. Name 1 or more.	Flageolet, Tin Whistle, Penny Whistle, English Flute Oxford Junior Companion to Music p. 314
David Sell 6N	The starling was first brought to the U.S. in 1890. Where were they brought from and how many were there?	England 60 birds Song and garden Birds of North America p. 238
Kris Siler 6S	January is named after a Roman god. Who was he? What god was he?	Janus God of light and day American Book of Days p. 1
Jeff Sonsalla 6S	What is the greatest number of push-ups done by a person? How old was this person?	6,006 16 years old Guiness Book of World Records 1974

NEWSLETTER WRITING

Mel Selle
District Media Coordinator
Neenah Joint School District

PURPOSE OF A NEWSLETTER

Communication with more people than can be personally contacted.

1. News
   - -News about library, IMC or AV center...activities, services, new arrivals, items for preview, missing books or equipment.
   - -News about people (students, media staff, faculty).
   - -School or District news.
2. Public relations articles written specifically to create better understanding.
3. Calendar of events.
4. Letters to the Editor, opinions, viewpoints.
5. Professional Growth Opportunities.
6. Philosophical viewpoints (keep short and no more than one per issue).
7. Educate
   - -IMC rules or procedures.
   - -Operation procedures for a piece of AV equipment.
   - -Techniques for using print and AV equipment to help achieve objectives in teaching.
8. Don't use all of the above in each issue.

CONSIDER THE READER

The format, degree of sophistication, and investment of time and money will be partly determined by your audience.

GATHERING INFORMATION

1. Train your staff to keep you informed.
2. Be aware of current and future events in your own IMC.
3. Ask teachers about their special projects that involve media.
4. Keep an idea file for future issues.
5. Keep past issues on file.
6. Think about your next issue when opening mail.

WRITING AND EDITING ARTICLES

1. Eye-catching headlines.
2. First paragraph contains most important information to keep reader's attention.
3. Include Who, What, When, Where, Why and How.
4. Avoid reference to news so personal that it may cause undue embarrassment for some readers.
5. Timeliness
   -Don't print an article about an upcoming event if the issue won't reach the reader until after the event.
6. Fillers
   -Print a shorter issue rather than include numerous fillers.
7. Humor
   -Include in quotations, articles, or cartoon sketches. Short filler.
8. Add a personal touch but don't editorialize in news articles.
9. Consider possible sketches or "clip art" drawings.
10. Proofread
    -If time allows, ask someone else to read articles you have written.
11. Be concise. A newsletter is short, easy to read during a coffee break, etc.

FORMAT

Most convenient size is 8½" x 11" with one or two columns per page. Legal size paper (8½ x 14) folds nicely to 7" x 8½" pages with one column per page.

NAME

The masthead, letterhead or nameplate should include the name, volume and number, date, name of your IMC and your logo.

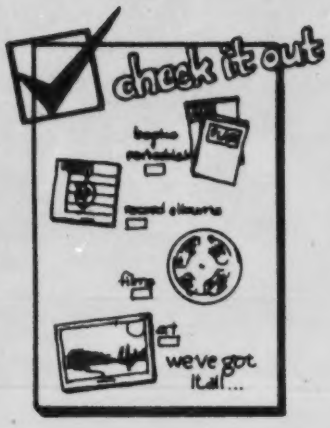
MECHANICS OF PRODUCTION

1. Prepare a dummy or mock-up.
2. Type rough draft and proofread.
3. Type final draft and proofread.
4. Typesetter (?)
5. Clip art, dry-transfer lettering, grid sheets, IBM Selectric typewriter, X-acto knife, T-square, glue stick, drawing board, smooth paper.
6. Prepare final copy (layout).
7. Proofread.
8. Print.
9. Collate, staple and distribute
10. Pat self on back and start thinking about next issue. Groan.....

DEVELOPING DISPLAYS THAT REACH OUT

Robert Fuller
Graphics Coordinator
Media Development Center
University of Wisconsin, Eau Claire

THE PUBLIC RELATIONS DISPLAY

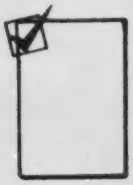


Using displays for public relations can be effective only if the display attracts attention, holds interest and clearly presents the concepts. The following illustrations identify the major parts of a display and the purposes for each of these components.

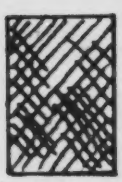
A HEADLINE quickly tells the viewer the topic of the display and helps to draw him or her over to the unit for further study. Headlines should be brief and to the point. Large, bright, bold letters are most effective.

CAPTIONS explain the illustration. Words, phrases or sentences assist in clarifying the visual impression of the illustrations. Captions should be in proportion to the illustration and still be easily read from a short distance.

ILLUSTRATIONS visualize the idea or concept. Pictures, drawings, real objects, etc. can be used to visually describe. Illustrations are most effective when they are simple, clear, and large enough to be seen.



A SPECIAL EFFECT adds interest, appeal and sometimes authenticity to a display. Special effects can be three-dimensional, moving objects, clever drawings, unique use of colors, etc.

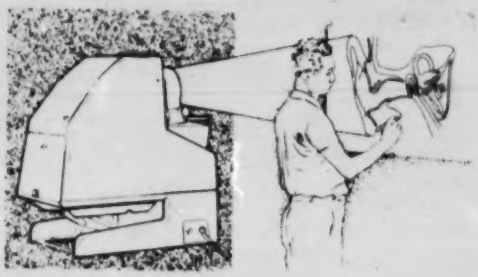


The BACKGROUND material of a display provides contrast with the parts of the display or adds authenticity to the total effect. A great variety of materials can be used for the background.

A LAYOUT is the way the display materials are arranged. There are two types of layouts... formal and informal. The formal layout is a very rigid symmetrical design, whereas the informal is a freely spaced dramatic arrangement. All layouts must appear to be in balance.

DISPLAY TECHNIQUES

ILLUSTRATIONS:



ENLARGING VISUALS BY PROJECTION

The opaque projector is often used as a means of enlarging drawings. Not only can tear sheets and drawings be projected, but real objects having a certain limited third dimension can serve as subject matter for tracings. Interesting drawings for wall murals can be made by manipulating visual images taken from tear sheets, mounting them into a meaningful visual, and then enlarging the composite picture onto a large panel or chalkboard. Color may then be added by using chalk, crayon, watercolor, or any other medium desired. Special opaque projectors, simple in design, may be purchased specifically for use in making enlargements for signs and murals.

Newspapers

Magazines

Clip Art

LETTERING:

Hand

¼"-SIZE

⅜" SIZE

½" SIZE

Enlargement

(Trace Letters)

Transfer

Typewriter

This typing was done
on a primary typewriter

This typing was done
with a carbon ribbon

VISIBILITY GUIDE

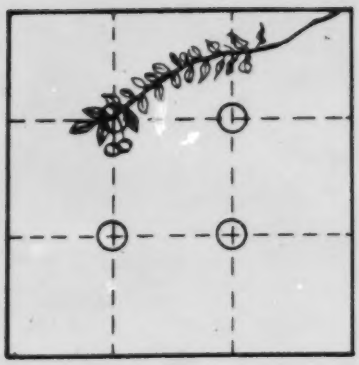
CAPTIONS

Size Letter	Viewing Distance
1/8"	4'
1/4"	7'
3/8"	11'
1/2"	14'

HEADLINES

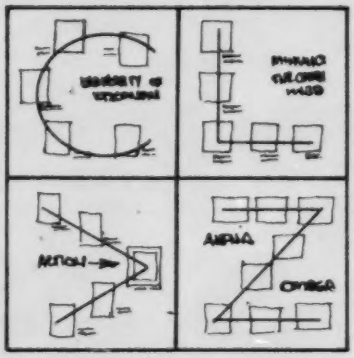
Size Letter	Viewing Distance
1"	30'
2"	60'
3"	90'
4"	100'

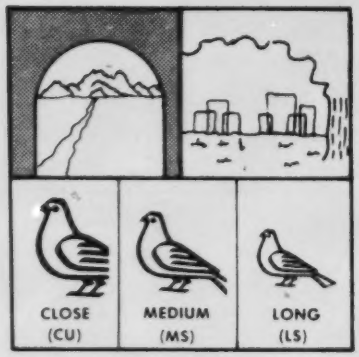
LAYOUT & COMPOSITION



Thirds

Letters



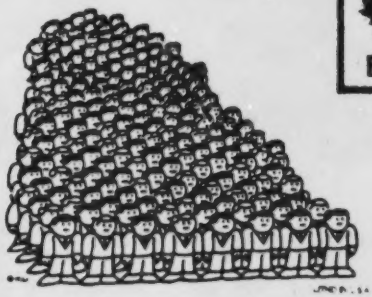


Framing

REFERENCE MATERIALS:

Techniques For Producing
Visual Instructional Media
Minor and Frye
mcGraw-Hill Book Company

Planning & Producing
Audiovisual Materials
Jerrold E. Kemp
Thomas Y. Crowell Company, Inc.



CLIP ART

Available from: Harry Volk Jr. Studio, Pleasantville, N.J.

SOURCES FOR GRAPHIC MATERIALS

GENERAL ART SUPPLIES

Dick Blick, P.O. Box 1267, Galesburg, IL 61401.
Artist & Display Supply Company, 8330 West Bluemound Road, Milwaukee, WI 53213.
Artsign Materials Company, 2501 26th Avenue South, Minneapolis, MN 55406.
University bookstores on college campuses.
Drug stores or office supply stores.

CLIP ART AND BOOKS

Tecnifax Corporation, 195 Appleton Street, Holyoke, MA 01040 (translucent art).
Harry Volk, Art Studio, Pleasantville, NJ 08232.
Visual Products Division, 3M Company, Box 3344, St. Paul, MN 55101.

BOLDFACE TYPEWRITERS

Local dealers for IBM, Royal, Smith-Corona.

TRANSPARENCY PRODUCTION MATERIALS & EQUIPMENT

Audio Visual Supply Company, 2 Rome Street, Farmingdale, NY 11735.
Keuffel & Esser Company, Audio Visual Division, Hoboken, NJ 07050.
Tecnifax Division, Scott Graphics, Incorporated, 195 Appleton Street, Holyoke, MA 01040.
Tersch Products, Incorporated, 6529 Cambridge Street, Minneapolis, MN 55426.
Visual Products Division, 3M Company, Box 3344, St. Paul, MN 55101.
GAF Corporation, 4255 West Touhy Avenue, Chicago, IL 60646.

MARKERS, ACETATE, COLORING & SHADING MATERIALS, DRY TRANSFER LETTERS, TEMPLATES, 3 DIMENSIONAL CUT OUTS

Available from general art suppliers under one or more of the following brands:

Formatt	Pantone
Chartpak	3M
Bourges Color	Prestype
Flexiline	Instantype
Normatype	Vis-a-Vis Markers

ACETATE

Garith Plastics, 77 Brookside Place, Hillsdale, NJ 07642 (201) 664-8036.
Plastics Unlimited, 1510 Underwood Avenue, Milwaukee, WI 53213.
Plastic Suppliers, Department G, 815 Mercury Avenue, Duncanville, TX 75135

POLARIZATION MATERIALS

American Polarizers, Incorporated, 1500 Spring Garden Street, Philadelphia, PA 19101.

SOURCES FOR DISPLAY MATERIALS

BASIC DISPLAY MATERIALS

Upson Board: Local lumber yard
Masonite, plywood, hardwoods, lumber, etc.: local lumber yard
Fabrics: Fabric store
Chipboard (cardboard): paper company, printer, etc.
Paper tubing: paper company, carpet stores, zerox machines
Plastic mouldings, trim, etc.: local hardware store

CUSTOM DISPLAY MATERIALS

Any transfer letters, pattern sheets, sign letters, special paints, tools & supplies:

Artsign Materials Co., 2501 26th Ave., S., Minneapolis, MN 55406
Aldy Graphic Supply, Inc., 1115 Hennepin Ave., Minneapolis, MN 55403

Plexiglass Acrylic sheet, acrylic rods & tubes, plastic sheets, rolls, etc.:

Almac Plastics, 1725 Terrace Dr., St. Paul, MN 55113 or local paint or glass store

"Gatorfoam" styrene laminated panels:

Aldy Graphic Supply, Inc., 1115 Hennepin Ave., Minneapolis, MN 55403
International Paper Co., Uniwood Div., Hwy. 90, P.O.Box 5380, Statesville, NC 26877

Component Display Systems:

Arlington Aluminum Co., 19303 W. Division, Detroit, MI 48223
Peter Pepper Products, 17929 S. Susana Rd., Compton, CA 90221
Port-A-Splay, 14918 Minnetonka Blvd., Minnetonka, MN 55343
Giltspur Exposystems, 3225 S. Western Ave., Chicago, IL 60608
Padcage Exhibit Programs, Inc., 5739 Howard St., Niles, IL 60648
Haas Display, Inc., 200 W. Lake St., Minneapolis, MN 55408
Poblocki & Sons, 620 S. First St., Milwaukee, WI 53209
Syma Structures, 457 W. 45th St., New York, NY 10036
Dimensional Displays & Design Inc., 1222 University Ave., St. Paul, MN 55104
Charles Mayer (Hook & Loop), 168 E. Market St., Akron, OH 44308

STUDENT AND STAFF RADIO - TV PROGRAMS

Rob Richardson
Coordinator of Radio - TV Production
Jerome I. Case High School
Racine Unified School District

RADIO - TELEVISION PROGRAMS FOR SCHOOL AND COMMUNITY

View samples of Case High School radio and television programs for the Racine Community.

A. " Case In Focus " Television

B. " Case In Focus " Radio with visuals of Case In Focus Television in production.

C. Where the programs are distributed.

Discussion of in school functions of the Case High School Radio-TV Department.

A. Daily announcements

B. Television programs for staff and students.

C. Semester Class in radio-television production.

Where to get equipment to produce programs.

A. School District

B. DPI Title IV Grant

C. Local Industry

D. Local Television stations. (Broadcast or Cable)

E. Local Radio stations

Personnel for the Radio-TV Production Department.

A. Students

B. Department Coordinator

C. Student Teachers

Rationale for the Radio-TV Department

A. Exposure to workings of two of the most influential forms of media.

B. Hands on experience for future jobs and/or education.

C. Improved school - community relations and communications.

Results of the radio and television effort at Case High School.

A. Students understand the forms of media better.

B. Students have been hired by local media.

C. Many students have improved grades and self image.

D. Program ideas and potential continues to grow.

Public Relations impications

A. Positive image of the school to the community.

B. Positive image within the school.

USING YOUR PUBLIC RELATIONS STAFF

John Enger
Coordinator of News Services
Associate Director of University Relations
University of Wisconsin-Stout

I. Comparing Public Relations To Medicine

A. People often visit the doctor when in trouble

B. The body heals itself

II. Locating The Public Relations Office

A. Different organizations use different names

B. Functions may be spread over several areas

III. Ascertaining Services

A. Services vary from organization to organization

B. "Counseling" is the most valuable service

IV. Dealing With The Office

A. Establish objectives

B. Develop mutual trust

C. Understand public relations as a perspective

V. Reason For Contact

A. Keeping the office informed

B. General advice

C. Request for action

VI. Tips For Saving Time

A. Arm yourself with information

B. Plan ahead

C. Be realistic

SLIDE TAPE PRESENTATIONS.

Jack Garber
Assistant Professor, School of Education
University of Wisconsin, Eau Claire

BETTER MAKE IT GOOD OR YOUR AUDIENCE WILL WALK AWAY.

I. PLANNING

A. Need

B. Audience

Need for analysis of identified audience.

C. Objective

PR presentations generally deal with attitudes; affective.

D. Outline

E. Research

F. Storyboard

1. Develop visuals and narrative together.

2. Avoid redundancy.

3. Pacing of visuals and narrative.

II. PRODUCTION

A. Slide tips.

1. Overshoot.

2. Copying techniques - illustrations, titles, supers, etc.

a. Color film and lighting.

b. Kodalith - for titles and supers.

c. Visibility standards for slides.

d. Copying for special effects.

3. Special slide mounts.

4. Slide duplicating.

B. Tape recording tips

1. Always record the original on reel-to-reel.

2. Fully modulate the tape.

3. Sync the tape with the slides.

III. PRESENTATION

A. Seating and screens

B. Projection techniques

1. Multi-projector

a. dissolve units

b. supers

2. Single projector

C. Sound system

1. Speaker placement

2. Playback equipment

IV. EXAMPLE

V. SOURCES FOR MORE INFORMATION

RADIO AND T.V. SPOTS

Howard Gage
Coordinator of Public Information
Janesville Public Schools

PUBLIC SERVICE (P.S.) - WHAT'S THE DIFFERENCE

When considering the use of radio or television spots to promote an event or activity, you should understand the difference between commercials and P.S. All stations are under the scrutiny of the F.C.C. and required to perform a certain percent of P.S. to the community throughout the year. You can take advantage of the P.S. aspect of radio and television if you take the time to understand how it functions.

Given the opportunity to talk to a radio or television station manager you could learn the scope of that station's P.S. commitment. You will find out the basic times when the station runs P. S. announcements and also the demographic makeup of the community served by the station.

Generally, stations frown on the use of public service announcements to directly solicit funds. Also, in talking to a station manager you will be able to better differentiate between what they consider as news versus what might be considered P.S. Find out who at the station is in charge of P.S. Cultivate that person!

If you have a cable television network in your area, it's good to know that they are under pressure from the Federal Government to provide community information.

Above all else, never convey the attitude that you have a right to present a P.S. announcement via a radio or television station. Ask; don't insist! And once the P.S. spots have been broadcast, make certain you thank the station in writing. Each station is required by the F.C.C. to go through a license process every three years and all written documents regarding the station's P.S. program are placed on file with the F.C.C.

IN THE EVENT YOU ARE ONE OF THE FORTUNATE FEW WHO HAS $$$$$

Also, don't overlook the prospect of purchasing commercial radio and television time. Radio time is probably cheaper than you would anticipate and a short telephone call to the station will give you the actual dollar amounts necessary to publicize an event or activity. Remember, when you pay for the commercial you can somewhat pick your time and day. This guaranteed exposure is where commercials differ from P.S.

In a radio commercial, you can write, sometimes produce, and sometimes be the talent for the announcement. With commercial T.V. however the sales department is prone to want to do it themselves.

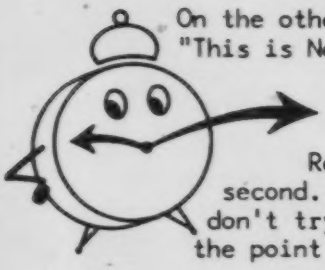
Check Out Your Natural Resources

As educators, we're sometimes prone to overlook natural resources we have in the students who are our clients. Many students do a more than adequate job of "coming across" on tape recorded messages. If you or someone in your district has the know-how to "patch" tapes together, then you can very easily construct commercials using students by cutting out the bad parts and using only those presentable for airing. If you use students, look for those little inflections that make a child's presentation different. Remember to get parental permission.

Begin With A Question

Having difficulty writing copy for a commercial? Why not start with a question? As an example, in order to promote National Book Week why not start with the question, "Why in the world do we celebrate National Book Week?" When the listener hears that question he's motivated to listen for the answer as he simultaneously poses the same question in his mind.

On the other hand, if that same commercial were to start with the statement, "This is National Book Week", the listener is apt to say, "So what!"



Time Is Important

Remember you're dealing with media that times everything to the second. When a radio station says it will give a 30 second time slot, don't try to cram 65 seconds into it. Carefully prepare your copy to get the point across and time it out to make sure it comes in at 30 seconds.

If you are to ultimately be the talent for the spot, practice it many times to not only insure proper timing but to gain the confidence you need to give each phrase its proper inflection.

Look At The Finished Product

In some cases, radio stations will allow you to prepare the entire P.S. spot or commercial at your place of business and provide them with the finished product. In so doing, make sure you understand the type of equipment that should be used in producing the spot. Many radio stations still insist on reel-to-reel tape recordings. Many stations are not equipped to handle cassettes and in fact there are few cassette tape recorders that provide a professional quality for broadcast use.

WRITING AND MARKETING NEWS RELEASES

John Enger
Coordinator of News Services
Associate Director of University Relations
University of Wisconsin-Stout

I. Mechanics
- A. Plain white paper, double spaced
- B. Name of organization
- C. Who to contact
- D. Space at top for printer
- E. Date of release
- F. Date to be released
- G. Dateline - city from which it is filed
- H. Hash marks (###) or -30- at end
- I. Put "MORE" at bottom of page if continued
- J. Use "Add One" and "Add Two" on succeeding pages
- K. One side only
- L. Use only photo copies or offset press
- M. Clearly identify photos

II. Writing The Release
- A. Sixth grade level of comprehension
- B. "Lead" paragraph should summarize
- C. Use short paragraphs
- D. Spelling and punctuation should be perfect
- E. Avoid unconventional punctuation and spelling
- F. Write in third person
- G. Avoid rhetorical questions
- H. Inform, don't persuade
- I. First identification, use full name and title
- J. Second identification, use last name
- K. Use active voice
- L. Use complete information
- M. Use clear language

III. Marketing - Things To Do
- A. Establish target audience
- B. Find correct position on newspaper
- C. Assign public relations to one office
- D. Treat reporters as professionals
- E. Be honest
- F. Don't hide from "negative" news
- G. Prepare written information
- H. Don't be hurt when turned down
- I. Cultivate

IV. Marketing - Things Not To Do
- A. Avoid jargon
- B. Don't go over someone's head
- C. Never speak off the record
- D. Don't use advertising pressure
- E. Don't stand in the way of reporters
- F. Be selective
- G. Avoid puffery

UNIVERSITY OF WISCONSIN - STOUT NEWS BUREAU

OFFICE OF UNIVERSITY RELATIONS
232-2381
MENOMONIE, WIS. 54751

For Details Contact:
John K. Enger
(715) 232-2165

Feb. 22, 1979

FOR IMMEDIATE RELEASE

Menomonie, Wis. --- Basic puppet construction will be covered in a course to be offered March 22 through 24 by UW-Stout's Office of Continuing Education.

The program is designed to meet the needs of people in the educational field as well as specialists in art therapy, recreation, nursing and special education. Four types of puppets will be made including the "sock" or "muppet" puppet, "jack-in-the-box" puppets, felt-styrofoam head puppets and the polyfoam puppet with moveable mouth. Manipulation will be highlighted along with design and construction. No experience is necessary.

The $20 fee for the program includes materials, instruction, refreshments and Continuing Education Units. The instructor will be Joan Boe, an Eau Claire puppeteer. Meeting times are 6:30 to 9:30 p.m., Thursday and Friday, March 22 and 23; and 8:30 a.m. to 4 p.m., Saturday, March 24. Activities will take place in Room 124 of the Applied Arts Center at Stout.

Participants are asked to register for the program by March 15. Additional information can be obtained by contacting Jennifer Cochrane, Office of Continuing Education at Stout. Phone (715) 232-1333.

60

###

UNIVERSITY OF WISCONSIN-STOUT NEWS BUREAU

OFFICE OF UNIVERSITY RELATIONS
232-2381
MENOMONIE, WIS. 54751

For Details Contact:
John K. Enger
(715) 232-2165

Feb. 20, 1979

FOR IMMEDIATE RELEASE

Menomonie, Wis. --- Each week this semester some 18 UW-Stout students spend several hours laboring over a hot coal-fired forge in a blacksmith shop. For their toil, they will receive three college credits. But even though they are using the ancient techniques employed by the village smithy of centuries past, they are not producing anvils or plow shares. They are making works of art.

Ron Verdon, who teaches the course titled Art Metals Blacksmithing, said that this medium has only recently gained popularity as an art form. However, the techniques that it requires, many of them thousands of years old, have been abandoned by many modern blacksmiths.

Verdon explained that students in his course are primarily using forging techniques, which involve hammering pieces of heated metal into different shapes. Most modern blacksmiths use quicker methods such as arc welding and machine work.

"It's intriguing to me that even though you normally look at steel as being a very hard metal, when you get into the area of forging, it becomes very plastic," Verdon said. "All of a sudden it's a plastic material much

MORE

like clay. It's like clay under your hammer at red heat."

Verdon said these earlier techniques are gradually being rediscovered. "At one point in time, the knowledge that was available was so limited it was unbelievable," he said. Information was gathered by reviewing what literature could be found nationally, as well as talking with older local blacksmiths.

Ironically, some of the information could be found right on campus through old books in the university library. "Believe it or not, Stout has a good selection of blacksmithing books because there was actually a blacksmithing program here at one time," Verdon said. "They had a very complete blacksmithing shop so that was something I could dig back into." The blacksmithing program had been offered in conjunction with what was then known as "manual arts," a forerunner to industrial arts.

Verdon makes the distinction between blacksmiths and ferriers, the latter dealing primarily with shoeing horses. "The ferrier knew something about forging, but the blacksmith probably had a broader knowledge," he said. "The old blacksmith might have been called upon to make many household items, a pair of scissors, a yoke for a wagon, almost an infinite number of items. The blacksmith was called upon to make cork screws, knives, chisels, andirons for fireplaces and numerous other things."

Many of the early blacksmiths were fine craftsmen, according to Verdon. "If you look back at some of these early pieces, you find that some of them were very beautiful," he said. "These items had an inherent beauty or elegance about the way they were done."

Students in Verdon's course attempt to duplicate work done by the early blacksmiths. "Most of the techniques we teach in the course are very old," he said. "But that's why the visual result is what it is.

Blacksmithing Add two

There are certain situations you might be able to simulate but there are others that would be impossible to deal with by any means other than the old techniques that are being taught."

For example, the forge, which is used to heat the metal, is fired by coal and coke, a coal by-product. For forging, this source of heat is still superior to others such as gas.

One of the problems the class has faced is obtaining a source of wrought iron, which was used extensively by early blacksmiths because its properties allowed good forge welding. "Very few times will you find a source of wrought iron today," Verdon said. "We've had to adapt to a different material to some extent, but that's not saying that this material is inferior. Sometimes it is even better than wrought iron."

Although the course is offered by the art department, it is also popular with students from other majors. "I get quite a cross section," Verdon said. Some take the course to familiarize themselves with the new art medium, but others do so out of curiosity. "I think there has always been a certain interest in what the village smith did," Verdon said. "Many blacksmiths were really innovative people."

###

ANNUAL REPORTS

Lois Hilleshiem
Administrative Assistant for Community Relations
Hamilton School District, Sussex

1. Identify your audience

   A. Do you want a'Madison Avenue' Annual Report to Impress?

      1. for other school districts to see
      2. for you or the superintendent to put in his or her portfolio
      3. clay base paper, 4 color separation $$$$$
      4. to enter Annual Report Contests

   B. Express - For the Residents of your district!

      1. only 40% have children in your schools

         a. Private, out of school, no children

      2. All levels of completed educational backgrounds

         b. eliminate Educanese

      3. These are the taxpayers!

   C. Which way to go?

      1. Madison Avenue--Too Expensive
      2. Stale 8½ X 11" Typewritten--Too Cheap
      3. Well Done Typewritten Offset--Just right
      4. Professionally Printed or High School Graphics Dept.--Just Right

2. How much will it cost?

   A. 1/2 of 1% is considered a good Public Relations budget for a school district. Few even come close to this figure.

   B. In a school district like Hamilton where we have about 3800 students, five elementary schools, 1 middle school and 1 high school we have budgeted $8,000. This includes mailing, labeling, printing, photography. It also includes other public relations type printing jobs we put out during the year. We publish 8 times a year. The July issue is the ANNUAL REPORT.

3. The tools of your trade (a slide with description-camera, glue scissors, etc.)

4. Writing

   A. What do your readers really want to know? What do they need to know? What should they know?

B. The Power of Little Words--or KISS-Keep it Simple, Stupid!

1. Eliminate Educanese or other professional language
   (Will Rogers said, "We are all ignorant, only on different subjects.")
2. Keep articles short-finish on same page, if possible
3. Try to visualize the reader-not the cold copy

5. Rough Copy

A. All rough copy must be double spaced and typewritten

B. Make Corrections

C. You will need to know format before copy can be typset because you will need to know COLUMN WIDTH.

6. Format

A. Collect other annual reports-school districts, businesses and corporations.
   (Always collect and save-save-save-for future reference)
B. Get on mailing lists

7. If you don't work with a printer...

A. There will be several slides to show how to make a typewritten Annual Report look professional.-Reduction.
B. Typsetting is a high cost item.

8. If you do work with a Printer

A. Get back galley proof--one for paste up-one for proofing

B. Proof read with red ink in your hand--or green -not black or blue

9. Pasting up

A. Allow for gutters-balanced format--print has pattern!
B. Some rules - two heads are not better than one
C. The use of White Space
D. Use of student poetry, like Haiku for filler-also collect educational quotes for filler

10. Photographs

A. get a good 35mm SLR camera-it's worth every cent
B. how to paste up photographs--rules for photographs
C. use as filler in annual report-montague
D. the use of duotones or screens
E. A picture and a cutline are better than 5 inches of copy!

11. Other Visuals

    A. Cartoons--use student cartoons or find a local graduate
    B. Graphs--a simple pie graph can explain your whole budget
    C. Clip art--KISS-not too cutesy
    D. Silhouettes--cut out-paper doll style
    E. WHITE SPACE--don't forget you don't have to fill every little corner

12. Necessary items of inclusion

    A. Logo, Annual Meeting Notice, Masthead, Mailer, Annual Meeting Minutes Financial Sections, Budget hearing notice.

13. Nice things to add

    A. Calendar--the year ahead

    B. Board of Education-addresses and phone numbers
    C. Central Administrators, addresses, phone numbers
    D. Building Administrators, addresses, phone numbers
    E. Copy--last year's accomplishments--also the year ahead
    F. Printing schedule for the year

14. A small piece (explain) - Facts at a Glance

15. Adding color

    A. Decide pages you want to have colored print on - Costs
    B. Different color of paper can give you three colors
    C. Process for adding color
    D. Photo copy ready
    E. Duotones and screens

16. Time Schedule

    A. Rough Copy for typesetting- 3-4 days, always ask-you are not the only customer
    B. Time for proofing copy-which has been type set and pasting up dummy is one to two days
    C. Allow four or five days for final make-up and printing--always ask to see final makeup and check heads and cutlines--also see if they have quotes in right places and if there is enough white space
    D. Taking the papers to be labeled-one day
    E. Mailing at Post office-one day
    F. Allow two weeks total from taking rough copy to mailing (snow storms, illness, printer taking on too much work, etc.)

17. Mailing

    A. How many copies to homes--about 5800
    B. Staff-500
    C. Public relations purposes-500

PLANNING, IMPLEMENTING AND EVALUATING THE TOTAL PR PROGRAM

George G. Meyers
President - Wisconsin School Public Relations Association
Eau Claire Public Schools

I. Public and Staff Viewpoint of Media and Media/Audio-visual/Library People.

A. Importance of point of view or image.

1. ...Our backyard is very small... or a chicken is an eggs way of making an egg....

2. Strong feelings--pro and con--about the position.

B. Challenges to our position.

1. Which way did the rest of the train go?
(and who's that tearing up the tracks?)

2. What kind of effects--good and bad--are we having on student achievement?

3. Are we operating on the "toy-a-week" expenditure theory?

4. What new words or acronyms will we create next week to justify our existence?

5. How can we write non-measurable goals and objectives?

6. Why are we using the "shotgun approach" to education?

7. Is it true that we have a Santa Claus syndrome?

II. Planning and Implementing.

A. The definition of media--earthy or spiritual? Will the taxpayers approve?

B. Job and Role Expectations.

1. The need for competency in writing and research by media staff.

2. Self analysis to justify position and to gain public confidence.

3. The thing of "equal access" vs."achieving excellence".

4. Abuses of media by staff and how to control or present them.

5. Development of a philosophy of the total media program.

C. A Media Code of Ethics.

1. At the state level.

2. At the local district level.

D. Sharing Public Relations Ideas.

1. A statewide public relations cook book of ideas.

2. District public relations efforts.

3. A shooting gallery of PR ideas.

III. Evaluation of the Public Relations Effort.

A. Periodic review of goals and timetables.

B. You are your public relations effort.

C. Desired outcomes vs. actual outcomes.

D. The communication component in evaluation.

IV. In Conclusion...

from the BIRMINGHAM, MICHIGAN PUBLIC SCHOOLS

program planning + public relations

− negative attitude

= DOLLARS & PROGRESS

PROGRAM PLANNING

The following short/long range model has been used effectively for five years in a successful effort to build program. Asterisked items indicate financial planning or expenditure points. For a more thorough explanation, see "Strategies for District Funding" AVI, April 1978.

Short-Range Planning

1. Assess program strengths and weaknesses in an annual progress report.
2. Identify current program areas; these are usually based on weaknesses specified in the above report.
3. Prioritize these problems with the administrative and media staff.
*4. Formulate management goals and plans to resolve the problem(s).
5. Involve staff, community and students in plans whenever possible.
*6. Implement the plan of action.
7. Evaluate the results of the action.
8. Report the results honestly and recycle if necessary.

Long-Range Planning

1. Evaluate what the program has (quantitative) and does (qualitative).
2. Conduct a needs assessment study, both formally where you structure it, and informally where others structure the expectations.
3. Formulate long-range goals, major priorities, tentative plans and timetable.
*4. Apply short-range planning procedure to implement the program: set objectives, get support, plan action, and so on.
5. Evaluate progress at the end of the timetable (for us, after five years).

PR PROGRAM POINTERS

1. Who do you wish to reach? (target audience(s))
2. Why do you wish to conduct the program/campaign? (purposes/objectives)
3. What concept, idea, program is to be emphasized? (message)
4. How will you reach them? (strategies/vehicles)
5. What worked? (evaluate "payoffs")

PR IDEAS

- "inside sell" at the bldg. level. . . open house, PTA meetings etc.
- choose examplary bldg. media program to help sell staff and public elsewhere
- open sharing among media staff
- involve mothers in campaign? students?
- have open houses, teas or holiday parties for kids, staff, parents; invite Supt. and Administration
- notify local newspaper about any library/media "happenings"
- publish articles in educational and library journals (reproduce within district)

69 Lucy Ainsley, Coordinator of Media Services

Public relations for a school library/media program must be built on a quality program and the positive attitude of the librarian/director.

In its widest extent, a school PR program touches many people. The school PR program will be most effective if it reaches certain groups directly (principal, parents, teachers) - and then let these concerned adults convey the message to other members of the community, e.g. school board, county/city supervisors, adults with no children in school.

No matter what is done under the heading of PR, it should show how the library/media program is helping children and staff, it should be honest, and it should be planned.

SOME SUGGESTIONS FOR VARIOUS PR ACTIVITIES AT DIFFERENT LEVELS:

DISTRICT

Create awareness of total program among media personnel.
Publish brochure describing media program.
Prepare slide/tape presentation describing media program.
Create/use advisory committee (citizens-libraries)
Use the PR people already in school system.
Inform/clarify district and school PR policy for local media personnel.
Help build team of support people.
Actively promote improved accreditation standards
Actively promote state establishing some vehicle for enforcement of standards.
Prepare annual report of district program.
Take community survey of needs/wants for school media program.

STATE

Prepare guidelines for library supervisors.
Pass on public relations ideas/suggestions through the newsletter.
Keep promoting regional meetings, i.e. Media Congresses
Invite members of state department to visit school(s).
Prepare tours of State Department and State Library for librarians as part of in-service.
Continue to hold meetings of library supervisors.
Keep library supervisors informed of State Department progress.
Improve communications between public/school libraries.
Provide (sponsor) regional workshops in PR.
Provide consultant service to local divisions for PR
Provide materials to explain and promote library programs (e.g.bibliog.)
Provide list of resource persons that local division can call on.
Provide capsule information of legislature and receive releases that can be used at local level (as a handout).

LOCAL

Define program in easy terms for users.
Hold open house. Hold Book Fair involving PTA. Hold Learning Fair
Use library for various functions after school hours.
Continuing program of teachers inservice.
Hold variety of library activities.
Use parent volunteers (after selection and training)
Demonstrate through service that you anticipate teachers needs.
Prepare bibliographies. Be trained enough to make simple AV repairs.
Be flexible in regard to scheduling. Be open to using new ways and procedures.
Publicize your service. Invite local community leaders to tours and/or inservice.

from ARIZONA's NEW BOOK SCRIPT

"School/Community Relations Innovative Program Techniques"

Let's start at the beginning. That makes sense, but it is surprising just how many public relations programs begin in the center and work out.

Before we start to think about using the ideas in SCRIPT we need to do some brainstorming. We need to analyze our situation. Who are we trying to communicate with? What vehicles will reach the people we've identified?

The second step is planning. Good PR is not haphazard, but planned to achieve desired effects. Carrying out our plan we communicate with our audiences.

Evaluation is the often overlooked fourth step in the process. We need to gauge the impact of our message and perhaps make adjustments.

Getting started is mostly concerned with planning and analysis. Here are some tips:

1. Identify the problem or goal.
2. Target the key audiences, both internal and external.
3. Know the key audiences and determine in advance what channels of communication will work.
4. Analyze communication channels available and choose the appropriate vehicle.
5. Determine a timetable and resources.
6. Develop in advance a method for evaluation.

The National School Public Relations Association program outline format is a good standard to follow in planning activities.

BRIEFLY STATE PROJECT

PURPOSES OF PROJECT

PROCEDURES

RESOURCES NEEDED, COST ESTIMATE

TIME SCHEDULE

ASSESSMENT METHODS

from the OHIO EDUCATIONAL LIBRARY MEDIA ASSOCIATION:

A slide-tape presentation on school libraries called "The Mystery of the Glass Professor" won the John Cotton Dana Award for Public Relations in 1976 . Copies circulate from ALA Headquarters Library, 50 E. Huron St., Chicago, Illinois 60611 and from Bea Mattingly, Rocky River High School, 20951 Detroit Road, Rocky River, Ohio 44116.

from CONNECTICUT:

Ms. Betty V. Billman, Instructional Media Consultant of the Connecticut State Department of Education says "As I visit school media centers I have been suggesting that they can increase their public relations through the use of human resources in the media center and the publicity associated with them. By this, I mean that the media center can invite a person (i.e. with special talent, athlete, entertainer, author, etc.) to spend a day in the school media center at which time students, teachers, and members of the community would have an opportunity to talk with this resource person and see materials related to his/her special interest."

from MARYLAND:

A state wide film festival for media specialists is held each year with the winning entries shown on public television to local communities.

Brochures which describe in pictures and text the library media programs in each different county, are being prepared and widely distributed. Entitled "Students and Teachers are Talking About. . . . ." they stress the many ways modern school library media centers are serving students and teachers in the total educational program.

FURTHER RESOURCES

BIBLIOGRAPHY

The best sources of inspiration are the people around you. Use these titles only as a beginning, and after you find the texts repeating themselves, look closer to home for your inspiration. Remember that no bibliography is ever "complete" in that it supplies ALL the answers. The compilers attempted to locate as much material as possible on the subject, however we stand ready to acknowledge serious omissions of important books/articles.

The following is cited by the Public Relations Society of America as being the leading text in the field:

Lesly, Philip. Lesly's Public Relations Handbook. Prentice-Hall. 1971.
All phases of P.R. are examined; the specific how-to on all aspects of the field including the emerging discipline of public affairs are described. There is complete coverage on various PR techniques - from fact finding to opionion research.

Other "classics" recommended by PRSA include:

Cutlip, Scott and Allen Center. Effective Public Relations. 4th ed. Prentice-Hall. 1971.

Stephenson, Howard. Handbook for Public Relations. 2nd ed. McGraw-Hill. 1971.

GENERAL TITLES

Angoff, A., ed. Public Relations for Libraries: Essays in Communications Techniques. Greenwood Press, 1973.
Angoff, Director of Public Relations and Chief of Reference, Teaneck (N.J.) Public Library, has collected the ideas and opinions of public relations directors and librarians. These selective essays cover PR in different size public libraries, different departments in different types of libraries and for libraries starting from "scratch."

Barber, Peggy. "Library Public Relations," ALA Yearbook, 1977. American Library Association, 1977, pp. 260-263.
The annual volumes provide an overview of PR activities nationwide. The 1976 edition (text by Sue Fontaine) describes the "Swap and Shop" programs that have appeared at ALA Conferences and the Fontaine study which had resulted in a 30 minute slide/tape production, "PR Tick/Click." The 1977 edition focuses on the promotional activity of the ALA Public Information Office and the Public Library Association's Project Survival. The annual volume documents successfully what's happening in the library world's PR and communication efforts.

Kies, C. Problems in Library Public Relations. Bowker, 1974.
This innovative book is an application of the case study method to the broad field of PR in libraries. Illustrative and exemplary, it offers the librarian and library student ways to see the human interaction with various PR efforts. There are successes, failures, and analytical commentary to point out the the strengths and weaknesses that created each situation. This is a problem centered approach to PR.

Kies, Cosette. Projecting a Positive Image through Public Relations. (School Media Centers: Focus on Trends and Issues No. 2) A.L.A. 1979.
A timely monograph that brings together the elements of communication theory and public relations principles most applicable to proclaiming the importance of the media program to the community.

Koester, Frances, general editor. Managing Your Public Relations; Guidelines for Nonprofit Organizations. Published by National Communications Council for Human Services, Consolidated with Public Relations Society of America, c.1977.
Six pamphlets designed to help administrators and others understand principles and practices of sound public relations in areas of planning, publicity, volunteers, special events, evaluation, and standards.

Moran, Irene, Compiler. The Library Public Relations Recipe Book. Public Relations Section, Library Administration division, A.L.A. 1978.
A compilation of good solid practices on PR from a Public Relations Conference held in 1978.

Sherman, S. ABC's of Library Promotion. Scarecrow, 1971.
This extremely practical book contains three sections: the first states the necessity for a library PR program; the second covers the various media, the ways to evaluation and programs; and the third offers ideas for specific types of libraries (public, school and academic). Two appendixes provide notable quotations and facts. A case study of the cooperative PR efforts of several Fairbanks, Alaska librarians and the results of their work is both impressive and illustrative.

Berry, J. "Selling the Library," Library Journal 99:85 January 15, 1974.
An editorial which will put every creative mind to thinking. It is an attempt to get away from flashy PR and provide a sincere message and put "conscience" back into public relations.

Dickerson, B. "Publicity Possibilities," Ohio Association of School Librarians Bulletin 27:2 January, 1975.
A short, but idea provoking article to give the school librarian a push in the right direction. If you need some reading to spark your fire - this is it!

Simmons, M. "Public Relations and the Library," (In American Library Association.) Intellectual Freedom Manual. Pt. 4 pp. 15-20, 1974.
There is a lot of information on these few pages: sample news releases, a good philosophy of PR, and some essential advice for establishing good PR.

Swan, J. "New Visibility for the Small Library," Wilson Library Bulletin 51:424-29 January, 1977.
Good PR does not have to cost money. This article insists you ask several questions and based on the answers, admonishes you to seek a new image. Stressing visibility, Swan coaxes the reader to take a complete inventory of the library, then do something about it.

SOME CREATIVE IDEAS

Baeckler, Virginia and Linda Larson, Go, Pep and Pop: 250 Tested Ideas for Lively Libraries. Unabashed Librarian, 1976.
The subtitle captures the spirit and the substance of this paperback, packed with suggestions for Getting Outside, Programs, Exhibits, Projects and Positive Operating Procedures. The ideas and illustrations are well chosen and positive; and the commentary is concise. If you (or your staff) need to be inspired, this will push one and all to new activities.

Blaha, L. "There's a Pet in My Book Bag!" Top of the News 31:90-4 November 1974.
The development of a pet-placement service starting with a contest is explained in full. The process of publicity, selection of judges and the setting of goals ended up in a successful approach to publicity for the library.

Hemphill, M. "Communication: Establishing Good Public Relations." Illinois Libraries 55:13-15 January 1973.
Big ideas for small libraries is the theme of this article. It warms your heart to read such a success story as this.

Ohio Media Spectrum May, 1977 (Special issue on Public Relations)
Contains something for everyone as well as highlights all the John Cotton Dana Awards received in Ohio from 1962 to the present. Very pleasant reading.

"P.R.: Where It's At in Michigan Libraries," Michigan Librarian 39:5-16 Summer 1973.
Some ideas from Michigan.

Winteregg, M. "ABC's of Library Promotion, "Hoosier School Libraries" 14:13-15 February 1975.
A is for announcements, B is for Bicentennial, C is for Contests - how to, what we did and how well it worked! Some inexpensive ideas especially for schools.

Rice, Betty, "Programming - the Way and Worth of It," Pennsylvania Library Association Bulletin 31:126-28 November 1976.
Excellent ideas for program planning.

THE NUTS AND BOLTS

Leidung, Oscar. A Layman's Guide to Successful Publicity. Ayer Press 1976.
Both the author and the publisher (which produces the Ayer Directory of Publications) have extensive experience which contributes to the practical design of this book. The chapters cover what to write, small business publicity, and style manual with sample releases and fact sheets. This book truly answers the six elements of news writing: who? what? where? why? and how? It shows how each organization can answer these questions for itself.

Schwarz, Ted. The Successful Promoters' 100 Surfire Ideas for Selling Yourself, Your Product, Your Organization. Henry Regnery Co., 1976.
Mr. Schwarz has created a stimulating readable guide that tells how to obtain free publicity, create ads, write copy and develop mailing lists. He devotes special attention to communications media and to press releases and columns. This book gives the secrets of handling promotions in the most effective manner and at the lowest cost.

Barrow, P. "Public Relations Starts at Home," Ontario Library Review 59: 196-7 September 1975.
How to negate all those fantastic PR things you've been doing by forgetting the in-house courtesies. This article makes the reader look inward at his own "home" before projecting that image outward.

Darling, Marian. "PR Inservice Training," Unabashed Librarian No. 12 pp. 15-16 Summer, 1974.
Workshop agenda and techniques fully explained, New Jersey Style! This would be good reading for one giving a PR workshop and who does not know quite where to begin.

Griffith, Ruth. "Library Sampling: Program to Inform Young Patrons About the Services," Library Journal 99:3024 November 15, 1974.
Included in the "Practically Speaking" column of LJ, the article stresses the practical aspects of closing the gap between the school and the public library. Included are specific techniques and equipment needed.

Pollet, Dorothy. "New Directions in Library Signage: You Can Get There from Here," Wilson Library Bulletin 50:456-462 February 1976.
The article explains the system of informational graphics designed to guide patrons in understanding their way about the library. Offers a solution to the importance of signs in the library in a question and answer format. This is not really PR, but offers helpful ideas and a philosophy of signage.

Posner, Marica. "P.P. and P.R. Two Keys to Circulation Success," School Library Journal 22:15-19 February 1976.
Librarians at Queens College, City University of New York, take crash workshops in P.P. (program planning) and P.R. PPPR training includes surveys, analyzing the audience, finding program sources, program techniques and honest-to-goodness sound advice.

"Publicizing Library Service to Business." RQ 13:239-40 Spring 1974.
Ways of promoting a special service to a special audience. This article was put together by the Business Reference Services Committee of ALA-RASD.

Stiles, Florence. "Action, How to Get It Started: Effective Public Relations Techniques," Iowa Library Quarterly 21:292-93 July 1972.
How to make others love librarians as you do is fully explained via workshop techniques. Excellent motivational techniques for workshops are also given.

SOME SPECIAL AREAS

Arizona Department of Education and Arizona School Public Relations Association. Script: School/Community Relations Innovative Program Techniques Handbook. c.1978. This Title IV C project represents a sharing of learning tools that can help get the word out about what public education is really all about.

Gilbert, William. Public Relations in Local Government. Washington. Published for the Institute for Training in Municipal Administration by the International City Management Association, 1975.
While this text is not written primarily for librarians, it offers opportunities for those in local government who need to see the public relations dimensions of their jobs. It suggests positive action to achieve public understanding of what is happening and examines the broad spectrum of different publics as well as the role of media and reporting. This book is packed with information from programs to research.

"Interpretation of College Library Service," (In Lyle, G. Administration of the College Library. 4th ed. Wilson 1974 pp. 261-275)
Lyle chooses the word "interpretation" to present his account of how information about the college library can be brought to the public it serves. Thus, he emphasizes not just the efforts to create an image, but the attempts to educate users about the real contributions made by a library. He stresses contact with administrative and association personnel as well as the use of media.

"Publicizing the Library," (In Smith, R. Getting the Books Off the Shelves. Hawthorn Books, 1975 pp. 10-24)
"Publicity is basic" might be the theme of this chapter. It tackles the business of selling the library - its hours, materials, special services (to shut-ins, etc.) and highlights the aims of the library (through annual reports, articles) as well as the give aways (buttons, tote bags). It shows how a church congregation's library needs to communicate and capture the enthusiasm and interest of its public. The suggestions given are applicable to other library settings.

Ball, H. "Adventures of Captain Media: or How to Find the Campus Media Center," Library Scene 4:16-20 June 1975.
Introducing library services in comic-strip fashion. Captain Media, together with his protaganists Dr. Fearsome and Ignor, light a candle in the hallowed ivy halls of academia. There is some philosophizing as to the nature of comics in general, but using the examples given as a guide, Captain Media can help your library, too!

Penn, V. "For the New School Year: One Dozen Tried and Inexpensive Little Ideas Observed in the Travels of a Media Center Specialist and Free for the Copying," Wilson Library Bulletin 48:51-53 September 1973.
A listing of actual how-to's and numerous examples of tried and true, well-illustrated ideas. A very well thought out article.

MISCELLANEOUS

Marchant, M. "Public Relations and Library Power," Idaho Librarian 25:100-106 July, 1973.
An informative article on various aspects of PR, paying particular attention to annual reports and budget requests.

Oboler, E. "Public Relations and Intellectual Freedom," Pacific Northwest Library Association Quarterly 38:17-21 April 1974.
Are you ready to handle the issue of censorship with good PR? If not, this article can put you in the right frame of mind.

Fontaine, Sue. "P.R. Tick/Click," American Library Association, 1976.
30 min. slide/tape.
An engaging presentation which defines PR in visual terms. Relax, sit back and enjoy the good photography and intellectual stimulation. You cannot help but get a feel for the need for effective PR.

PERIODICALS WORTH SUBSCRIBING TO

Library Insights, Promotion and Programs (LIPP)
Monthly newsletter with the latest news and information from "library-land". $15.00 for 12 issues. Write: P.O. Box 431, LaGrange, IL 60525 (Editors: Dawn Heller, Ann Montgomery)

Library, PR News
A bimonthly newsletter highlighting library PR/publicity; successor to "Tips from CLIP". Each issue contains a three-color 17" x 22" poster. $15.00 a year; bulk rates available for state and regional agencies. Write: Library PR News, PO Box 687, Bloomfield, NJ 07003. (Publisher: Phil Bradbury)

The U*N*A*B*A*S*H*E*D Librarian
Quarterly publication featuring the unique and unusual in the library field: the "how I run my library good" newsletter. Write: G.P.O. Box 2631, New York, NY 1001. (Editor: Marvin Scilken)

from AMERICAN LIBRARY ASSOCIATION:

A Perspective on Libraries: facts, figures and opinions about libraries and reading.

This new 16 page photo-essay provides a summary of the 1978 Gallup survey about book reading and library use that was conducted for the ALA and funded by a special grant from Baker and Taylor. The study was planned to gather information for delegates to the White House Conference on Library and Information Services.

In addition to the Gallup data the brochure includes useful information on the numbers of libraries in the U.S., their budgets, circulation; plus trends in services and programming. The facts come to life in 18 photo illustrations.

As an up to date "Perspective on Libraries" the new brochure is useful for informing and inspiring the press, governing bodies and community groups. Send payment of $1.00 (1-50) $.90 (51-100), $.85 (over 100) to ALA, 50 E. Huron, Chicago, IL 60611

John Cotton Dana Library Public Relations Awards

This annual competition is conducted under the joint sponsorship of the Public Relations Section of ALA's Library Administration Division, and The H.W. Wilson Company. All libraries are eligible to enter scrapbooks and/or audio-visual materials detailing their public relations program/activities. There are categories for public, school, academic, state, systems and service libraries. Obtain entry blanks from LAD or H.W. Wilson (950 University Ave., Bronx, NY 10452). Watch library press for announcements.

Printed portions of the JCD award winners are available on interlibrary loan from ALA's Headquarters Library for two-year periods after announcement of winners at annual ALA Conference. Good source of ideas for PR programs/techniques/etc. List of winners printed in post-Conference issues of library press. Winning scrapbooks usually on display at summer ALA Conference; selection of winning AV entries usually shown at PRS program during ALA Conference. To borrow scrapbooks, write ALA Library, 51 E. Huron St., Chicago, IL 60611.

National Library Week

The Public Information Office of ALA also has materials available, including such National Library Week items as a publicity kit, fact sheets, and camera ready print ads. Order forms for posters, bookmarks, radio and TV public service announcements are also available. Write PIO, ALA, 50 E. Huron St., Chicago, Illinois 60611.